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ABSTRACT

This program of library instruction, which was designed by undergraduate librarians to introduce basic library skills to incoming undergraduates, presents the services and resources of the two undergraduate libraries, facilitates the development of positive attitudes towards the library, and promotes recognition of libraries as an information source for further study and a place to seek assistance for information needs. Students are introduced to the physical facilities of the card catalog, reference and circulation desks: become acquainted with learning materials in their various formats: are instructed in the use of the divided catalog and periodical indexes: and become familiar with the library control system. An evaluation system provides a measurement of the effect of library instruction on the attitude and skill level of the students. Appendices include descriptions of the course: library hours, services, and floor plans: questionnaires: instructional exercises: lecture outlines: evaluation results: and a self-guided tour. (RAA)

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THE OHIO STATE UNIVERSITY

UVC 100 Library Instruction Program

July, 1979

Prepared by Virginia Tiefel
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INTRODUCTION

A comprehensive Library Instruction Program (LIP) by OSUL librarians for incoming undergraduates at The Ohio State University entered its second year in spring, 1979, with strong support from the University College (UVC). LIP was implemented last year through the UVC 100 Survey classes. UVC is a required course for all entering undergraduates, primarily freshmen. LIP is unique in its scope and in its provision for evaluation; LIP is comprehensive in that it's designed to teach all incoming undergraduates basic library skills, not to teach them everything about libraries.

The Program's emphasis is on classroom lectures given by librarians followed by a required library assignment. Considering the average number of student absences, LIP reached approximately 8200 students in the 1978-79 academic year. Provision for student and faculty evaluation was integrated into the program from its inception.

This is an interim report. The final report will be a forthcoming series of journal articles which are being written by the undergraduate librarians.

BACKGROUND

The Ohio State University has two separate undergraduate libraries - The Undergraduate Library in Sullivant Hall and the West Campus Learning Resource Center (WCLRC). The OSU Undergraduate Library was opened in the Main Library building in 1966 and was moved to the second floor of Sullivant Hall nine years later. WCLRC was opened in 1971, as part of the West Campus complex of new buildings.

University College (UVC) and the WCLRC have developed a close working relationship; some library instruction had been given through the UVC 100 Survey program for several years. Since instruction was not offered through an organized library program, it was somewhat sporadic and reached only a fraction of the total number of classes. On the other hand, tours involved more classes but they focused on orientation, i.e., emphasis on the physical arrangement of the library, "where," as opposed to instruction which concentrates on "what" and "how to use it." Undergraduate library staff observed that, despite the classes and tours, most entering students lacked basic library skills.

Believing that most students won't acquire library skills without special instruction, the undergraduate librarians began planning a library instruction program in October, 1977, for all undergraduates at OSU. The undergraduate program would consist of three phases - each phase would build on the previous one - spanning the first three undergraduate years. Phase I of the program would concentrate on the entering freshman class. The undergraduate librarians broadly defined the objectives of Phase I as:

1. Basic skills - card catalog, periodical indexes, reference skills.
2. Concept of the search strategy.

3. Orientation to the library system, Library Control System (LCS) and library locations and collections.
4. Attitudes.

The librarians determined that these objectives could best be accomplished by a classroom lecture and assignment requiring the use of library materials with emphasis on the card catalog, periodical indexes, and LCS.

In December, the program proposal was discussed with Dean Halverson of the University College. He responded enthusiastically and recommended a presentation to the UVC coordinators at their December meeting; at the coordinators' meeting, three UVC faculty volunteered to work with the undergraduate librarians in developing the program.

Early in 1978, at joint meetings of the staffs, the three UVC coordinators and undergraduate librarians collaborated in developing the program. The fall quarter was established as the target for implementation of the full program; pilot programs would be run the preceding spring and summer quarters. The instruction program would be integrated into the UVC 100 Survey classes; class time would be given for library lectures. An exercise to be completed in the library would be assigned; the assignment would be worth 25 points and would be written into the course syllabus.

OBJECTIVES

After the discussion, the undergraduate librarians refined the broadly defined objectives as general and specific objectives. First, general objectives of library instruction for University College students are:

A. To introduce students to Ohio State University Libraries with emphasis on services and resources of the Undergraduate Library and the West Campus Learning Resources Center.
B. To facilitate development of positive attitudes toward the Libraries.
C. To promote recognition of the Libraries as sources of information and materials for further study and as a place to seek assistance for information needs.

Secondly, specific objectives of Phase I of the library instruction program for University College students are:

A. To introduce students to the physical facilities at both undergraduate libraries, emphasizing the location of the card catalog and the circulation and reference desks.
B. To acquaint students with learning materials in various formats; the reference desk as a place to get questions answered; and the loan policies and procedures for borrowing materials.
C. To instruct students in the use of a divided card catalog to determine what materials a library has and to retrieve those materials. This means that students should be able to:

   1. understand the alphabetical arrangement of cards in the catalog.

2. locate materials by author, title, and subject.
3. identify the call number and understand its use in locating materials.

D. To instruct students in the use of periodical indexes by focusing on the Reader's Guide to Periodical Literature and the means of locating magazines in the Libraries. Students should be able to:

1. locate citations by subject.
2. interpret the information found in the citation
3. use the citation information to locate the article in OSUL.

E. To acquaint students with the Library Control System and its capabilities.

The objective in evaluating this program is to measure the effect of library instruction upon the attitude and skill level of the students. In addition, the Undergraduate Librarians recognized the need to reevaluate on a continuing basis all facets of the program, including the library exercise, instructional materials used in the lecture presentation, and the content of the presentation.

IMPLEMENTATION

The undergraduate librarians wrote exercises on a variety of subjects such as child abuse, jazz music, solar energy. They prepared handouts covering such basic information as the location of both undergraduate libraries, their hours and services. A lecture outline and student and advisor evaluation forms to measure the achievement of established objectives were developed.

The program would require the undergraduate librarians to give a 20 to 30 minute lecture during which the exercises and handouts would be distributed.[1]

Spring 1978

To determine the effectiveness of the program and its various segments, four different approaches were used in the 1978 spring quarter pilot program:

1. Class had lecture in classroom; assignment was made.
2. Class had lecture in library; assignment was made.
3. Class received no lecture, only assignment.
4. Control group - class received neither lecture nor assignment.

The library instruction lectures were scheduled by one undergraduate librarian and a UVC coordinator. The undergraduate librarians gave lectures of 20 to 50 minutes depending on class response and time restraints set by the advisor. In beginning the lecture, the librarian encouraged students to discuss their library experiences and impressions. Some major facets of the library system were then explained and the exercises,

[1]Materials used in the 1978 spring quarter program are in appendix 1. p. 9-18.

handouts, and advisor's evaluation form distributed. Transparencies were used to explain the content of the assignment and how to use the materials needed for completion. The advisor set the due date for the completed exercise, collected, and sent them with his evaluation to the undergraduate library staff. The exercises were corrected and returned to the advisor with evaluation forms for all students; completed evaluations were then collected and returned by the advisor to the library staff.

Approximately 200 students participated in the spring quarter program. Such a small sample could be termed suggestive but not conclusive.[2] These observations were made by the undergraduate librarians:

1. Lecture and assignment format achieved objectives of visit to one undergraduate library and knowledge of card catalog and Reader's Guide.
2. Students are noticeably indifferent to the assignment when no libray lecture is given.
3. More information about OSU libraries, in general, and LCS, specifically, should be made available, but the focus of instruction shouldn't be changed to either of these topics.
4. Lower percentage of students both answering the Reader's Guide questions correctly and feeling confident about using the Reader's Guide indicates a need for the addition of index-related questions.
5. Some form of on-going evaluation should be included, perhaps, incorporating attitude questions and deleting some information questions.

Summer 1978

The summer program, which involved even fewer students, tended to substantiate the spring quarter experience. Many students had found the basic exercise too easy so a more complex exercise developed in the search strategy concept and requiring the use of more materials was written for the summer quarter.[3] Responding to what had been learned in the pilot programs, the undergraduate librarians made changes for fall quarter. The exercises were re-written from a short answer to multiple choice format. The number of subjects used for exercises was increased from 8 to 36 to address the range of interests of 8600 students. Students would choose which exercise to complete. The student evaluation forms were revised to include attitude questions; the advisor evaluation forms were revised and shortened.[4]

Fall 1978

Ohio State University has the largest freshman class in the country. There were 8646 students enrolled in the 1978 fall quarter. The UVC Survey classes meet in both lecture and discussion groups, i.e., each class meets

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[2]A more detailed analysis of the 1978 spring quarter program is in appendix 2. p. 19-20.

[3]These exercises are in appendix 3. p. 21.-24

[4]Materials used in the 1978 fall quarter program are in appendix 4. p. 25-42.

in a weekly lecture and a weekly discussion. The lecture classes number between 100 and 300 students; the discussion classes average 40 to 50 students. There were 65 lecture sections in the 1978 fall quarter and 202 discussion groups. The pilot program had established the importance of the lecture to the program's effectiveness and the lecture appeared to be more effective in smaller groups. The undergraduate librarians, therefore, decided to meet the discussion groups even though this meant teaching three times the number of classes. (Recent professional literature reflects the opinion that, especially in library instruction for freshmen, "the librarian is the message.")

It became immediately apparent that the undergraduate staff which numbers only 5 librarians, including the head of the undergraduate libraries, would need additional staff. Volunteers to participate in giving classroom lectures were sought from library faculty; among the 23 responding were the Library Director and Assistant Director for Public Services. To acquaint them with the task at hand, all volunteers attended one of two workshops in which the program, its objectives, and content were described. Volunteers received a lecture outline, a page of suggested opening comments, sample exercises, handouts, and evaluation forms. One of the undergraduate librarians gave a "typical" lecture using transparencies. The volunteers played a vital role in the program's success; teaching one-third of the 198 classes (some classes were combined, thus reducing the original number by 4).

Excellent support was provided by the Teaching Aids Laboratory which furnished overhead projectors for all the classes. Coordinating the TAL equipment, volunteers, and advisors with the UVC 100 class schedule was handled successfully by one undergraduate librarian. To insure that, insofar as possible, all classes were met as scheduled, notices, confirmations, and reminders were regularly sent. A few scheduling problems arose, but, on the whole, the program ran smoothly despite its complexity and size. This was due in large part to the fine cooperation of almost everyone involved and the competency of the undergraduate librarian who handled the schedule.

The week before classes began in September, a meeting was held with Dean Halverson, the UVC coordinators and advisors -- approximately 70 people. Dean Halverson of the University College discussed the library's role in the UVC 100 program. The Library Director and Assistant Director for Public Services described the concept of library user education. The undergraduate librarians talked about the program and its evolution through the UVC 100 course and explained the scheduling process. Packets of materials used in the program were distributed; these contained samples of both types of exercises, library handouts, and a statement of the program's goals and objectives. Advisors were reminded that the assignment was worth 25 points, students did only one exercise, and that the exercises could be done in either undergraduate library. The time required to complete the assignment varied from 10 to 30 minutes depending on the student's ability. (The wide range in students' abilities, as well as the large number of students, were factors in the type and content of the exercise written.) Throughout the library presentation the importance of faculty cooperation in the program and the effect of their attitude on its success were stressed.

Approximately 30% of the classes were scheduled on the main campus; the remaining 70% were on West Campus. TAL delivered equipment to the classrooms on Main Campus, but, at West Campus, equipment had to be picked up at the TAL office by the librarian and wheeled through underground tunnels to the classrooms. Materials were assembled and placed on the equipment for West Campus classes; those librarians teaching on Main Campus picked them up at a location in the Main Library. When possible, on Main Campus, a student was provided to accompany volunteer librarians to their classes; the student helped in setting up the equipment and distributing materials. The fall quarter program ran like the pilot program segment where librarians lectured in the classroom. Materials were distributed and collected and returned as described in the spring program. A real unknown was the effect of such a massive program on the reference desks at both libraries, but the undergraduate librarians were able to handle the increased level of activity.

Statistics indicate that 198 classes were taught - approximately 7500 students (considering absences). Participating in the program were 68 advisors, 5 undergraduate librarians including Head, Undergraduate Libraries, 23 library volunteers; 6,750 exercises were corrected and returned, 3,985 students evaluations, and 43 advisor evaluations were received.

RESULTS

Evaluations reveal a great deal about the program, the students, and their library abilities and attitudes. A definitive study of the data hasn't been done, but some information is available. (The percentages aren't correlative with the total number of students participating in the program; not all students returned evaluations and some gave more than one response to a question.)

Approximately 69% of students had had some type of library user education from a librarian or teacher. The largest percentage - 22% - found the Reader's Guide instruction most useful in the library lecture. The next largest percentage - 19% - found the information on LCS most useful. Approximately 65% identified the Reader's Guide citation correctly but 47% didn't know how to find a periodical in the libraries. 73% correctly identified the call number on a book. Respondents were equally divided - 40% each - on whether they needed additional library instruction.

37% said they felt going into a library was like going into a church because they're awed by the surroundings; 43% disagreed. 27% only go to a library when someone makes them; 51% replied that they go at other times too. 47% felt confident about using the card catalog; 31% didn't. 31% felt confident about using Reader's Guide; 41% didn't. 47% expected to use libraries for studying only, as courses didn't require library research; 29% disagreed.[5]

With the open-ended question of how they would change the library instruction in UVC 100 and what should have been explained more fully; largest

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[5] A more detailed analysis with correlation of questions is in appendix 5. p. 43-45.

response - 151 - wanted to be taught how to use LCS terminals; next largest number - 120 - said to go into more depth in lecture materials; 92 wanted LCS explained more fully; 85 wouldn't change a thing.

Another open-ended questions elicited comments on how to improve services and the physical layout of the OSU library system: largest response - 102 - said libraries are okay; 93 found WCLRC too noisy; 62 wanted to learn more about LCS terminals; 55 each found libraries too hot and a need for later hours.

It is possible to identify a group of students who did the assignment and a group who didn't; a survey sometime in the future will help measure the program's effectiveness in developing library skills and attitudes.

In response to the advisor and student evaluations of the fall quarter, significant changes were made in the winter quarter. The two most common criticisms were that the exercise was too easy and the advisors still saw the need for a formal tour, even though every student had been encouraged to take a self-guided tour. Provision had been made for those who found the exercise too easy by offering the search strategy as an alternative, but most students wouldn't choose the search strategy because it took more time and was worth no additional points.

Addressing these issues, the undergraduate librarians developed more complex exercises in a short answer format, written as a self-guided tour. The Program's goals and objectives were rewritten to reflect the expanded program. The exercises cover a wider range of reference materials, introduce the search strategy concept, and require usage of LCS. This more complex assignment requires more lecture time and more time to complete the exercise. The lecture takes approximately 45 minutes with the new assignment generating more questions in class. Students required more help in the library averaging about 45 minutes on the exercise. Most advisors increased the credit for the expanded assignment to 50 points. Since this type of exercise must be library specific, the handouts were rewritten to cover the undergraduate libraries individually; a guide on the use of the LCS was also distributed.[6] Students appeared to learn more in doing these exercises; they were more enthusiastic about the assignment as were the advisors and the undergraduate librarians.

An important segment added to the spring program were pre- and post-tests which were given to a selective number of classes.[7] This had been consideration as early as the 1978 spring quarter pilot program, but the program's size inhibited the addition of one more aspect. Other changes included minor revision of the evaluation forms.

The only major change for fall quarter, 1979, will be the evaluation mechanism. The undergraduate librarians are working with an evaluation

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[6]Materials used in the 1979 winter quarter program are in appendix 6. p. 64-66.

[7]Tests are in appendix 7. p. 64-66.

specialist to improve the student form; present plans are to develop six or seven different forms to measure specifics. In addition, specialists are being sought to examine and evaluate the program, as a whole, to determine more effective ways to meet goals and objectives.

EVALUATION OF THE PROGRAM

LIP's impact on the students at OSU will become more apparent with time. Some effects of the program can already be seen in the level of reference questions asked in the undergraduate libraries. Students are going beyond the basic indexes and requesting the more sophisticated materials used in LIP.

The number of reference questions increased 33% at the WCLRC this year[8] and 22% at the Undergraduate Library, which had reported a 65% increase the previous year. The number of in-depth reference questions increased 40% at the Undergraduate Library. The use of reference books increased at both libraries. The number of directional questions dropped 30% in the Undergraduate Library but more than doubled at the WCLRC. This is probably the result of better signage at the Undergraduate Library and increased use of materials at the WCLRC.

LIP appears to have contributed to better use of some of the Main Library materials and services. The Head of Special Materials has described more effective use of that department by freshmen.[9]

The 1979 spring quarter OSU student poll attested to the coverage and success of LIP. 81% of the freshmen polled said they had participated in LIP; of that percentage, 86% were satisfied to very satisfied with the instruction. The Poll also found that 37% of the freshmen weren't required to use the library for an assignment. Thus without LIP, these students would have had no library activity.

LIP has affected advisors and library staff as well. Advisors are better acquainted with the library system. The OSU librarians and undergraduate library staff have worked hard to make LIP successful and meaningful to students; this common goal has developed a camaraderie among those participating in the Program.

This camaraderie was evident at the special awards meeting held in December for all volunteers. LIP awards were given to all participants, and the discussion that followed reflected a real sense of accomplishment. Volunteers frequently ask about LIP, and many have offered to teach again in the 1979 fall quarter program when the need exists for additional teachers.

An article about LIP in the February 15 issue of On Campus attracted interest from as far away as Texas. LIP should continue to attract attention as Phase II of the instruction program develops.

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[8] A more detailed report of reference activity at WCLRC is in appendix 8. p. 67-69.

[9] See appendix 9. p. 70-71.

APPENDIX 1

LIBRARY SURVIVAL FOR THE UNDERGRADUATE

OSU Libraries' 3 million books and non-print materials are distributed throughout the many units of the library system. The Libraries is a pioneer in the use of the computer to locate items within these collections. LCS (Library Control System) provides both location and circulation status for every copy of every book and serial in the system through computer terminals located in every library location on campus. The Telephone Center in the Main Library (422-3900) can be called from home or office to locate a book by author, title, or call number and a periodical* by title or call number. Books can be charged remotely ("Paged"), mailed to on-campus addresses, or renewed by telephone. "Saves" can be placed on books which are currently checked out so that the person requesting the book will be notified when it has been returned.

Students can search books by author, title, or call number and magazines* by title or call number for yourselves using PUBLIC ACCESS TERMINALS in several libraries. Instruction sheets and assistance from circulation desk staff are available when using these PUBLIC ACCESS TERMINALS.

* the terms "serial" and "Periodical" are used by the library to include all items issued at intervals and expected to continue to be issued indefinitely, like newspapers, magazines, journals etc.

SULLIVANT HALL UNDERGRADUATE LIBRARY

The Undergraduate Library is located on the second floor of Sullivant Hall at the southwest corner of 15th Avenue and North High Street. The library offers a collection of more than 35,000 books, current issues and older bound volumes of more than 200 periodicals, and a selection of reference books and indexes. Books may be checked out for a three-week loan period.

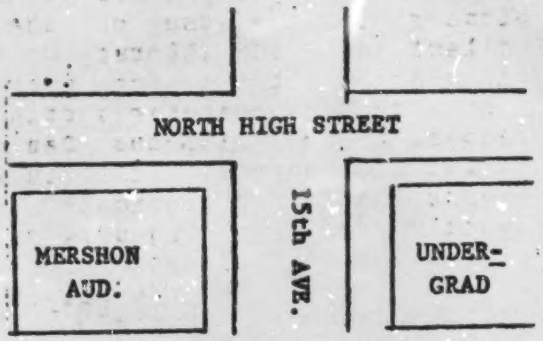
FALL - SPRING QUARTER HOURS		SUMMER QUARTER HOURS
8 a.m. - MIDNIGHT	MONDAY - TUESDAY	8 a.m. - 10 p.m.
8 a.m. - MIDNIGHT	FRIDAY	8 a.m. - 5 p.m.
10 a.m. - 10 p.m.	SATURDAY	CLOSED
1 p.m. - MIDNIGHT	SUNDAY	2 p.m. - 10 p.m.

Hours will vary during Final Exams, Quarter Breaks, and Holidays. Please check the posted schedules during those times.

The Undergraduate Library has a cassette-type tour of the library for which cassette players and earphones can be checked out at the circulation desk in exchange for your I.D. card. In addition, there are lighted display boxes with audio tape speakers mounted on two of the pillars in Room 205. By lifting the receiver you can hear about specific aspects of the use of the card catalog and the periodical indexes in the library.

A reference librarian is available to assist students in using the card catalog, the reference collection, and the periodical indexes on a regular schedule each quarter:

MONDAY- THURSDAY	10 A.M. - 4 P.M.
FRIDAY	10 A.M. - 12 P.M.
SUNDAY- WEDNESDAY	7 P.M. - 9 P.M.



WEST CAMPUS LEARNING RESOURCES CENTER

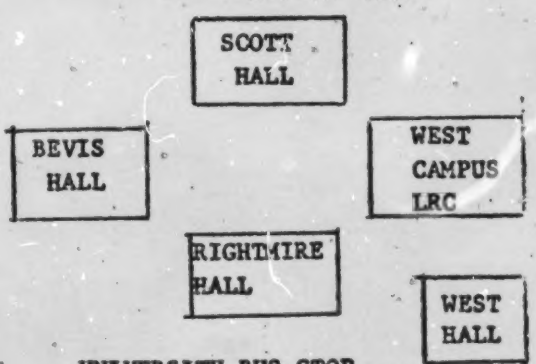
West Campus Learning Resources Center (LRC) is located in Pressey Hall at 1070 Carmack Road. As a part of the OSU libraries, the LRC provides traditional library services in addition to the multi-media resources which are an exclusive feature of the Center. The collection is particularly designed to aid freshman and support classroom instruction on West Campus. The LRC presently holds 35,000 titles of which 1/3 are in such forms as filmstrips, slide/tape, motion picture, audio tape, and video cassette.

The Learning Resource Center has a printed, self-guided tour available for individuals wishing to acquaint themselves with the Center and its services.

FALL-SPRING HOURS		SUMMER HOURS
8 A.M. - 10 P.M.	MONDAY - THURSDAY	8 A.M. - 5 P.M.
8 A.M. - 5 P.M.	FRIDAY	8 A.M. - 5 P.M.
10 A.M. - 5 P.M.	SATURDAY	CLOSED
2 P.M. - 10 P.M.	SUNDAY	CLOSED

Reference Desk Schedule:

MONDAY - FRIDAY	9 A.M. -11:30 A.M.
	1:30 P.M. - 4:30 P.M.



The staff of both UGL and WCLRC are here to assist students in the use of the libraries. Please feel free to ask at the reference or circulation desk for any help you might need.

EVALUATION DRAFT FOR STUDENTS IN UVC 100

Quarter _____ Advisor _____ Age _____

CAP Area _____ Section _____

1. Before taking this UVC 100 course when did anyone explain how to use library resources to you?
   _____ in high school from a librarian
   _____ in high school from a teacher
   _____ in the public library from a librarian
   _____ never
   _____ other, please identify _____

2. In addition to the time spend in a library to complete the library exercise for this course, which library(ies) have you visited this quarter?
   _____ Pressey Hall Learning Resources Center
   _____ Sullivant Hall Undergraduate Library
   _____ Main Library
   _____ others, please identify _____

3. What part of the library lecture/exercise did you find most useful?
   _____ general information about O.S.U. Libraries
   _____ specific information about Pressey Hall Learning Resources Center
   _____ specific information about Sullivant Hall Undergraduate Library
   _____ how to use the card catalog
   _____ how to use Reader's Guide
   _____ general information about Library Control System (LCS)
   _____ other, please describe _____

4. What part of the library lecture/exercise did you find least useful?
   _____ general information about O.S.U. Libraries
   _____ specific information about Pressey Hall Learning Resources Center
   _____ specific information about Sullivant Hall Undergraduate Library
   _____ how to use the card catalog
   _____ how to use Reader's Guide
   _____ general information about Library Control System (LCS)
   _____ everything covered was useful to me

5. Do you feel confident that you can use the card catalog to find books for future assignments?
   _____ yes
   _____ no
   _____ always did feel confident

6. Do you feel confident that you can use the Reader's Guide to find magazine articles for future assignments?
   _____ yes
   _____ no
   _____ always did feel confident

EVALUATION DRAFT FOR STUDENTS IN UVC 100 PAGE 2

7. How would you grade the librarian's presentation in your UVC 100 class?

8. What library resources were not explained about which you would like to know, or found out about on your own?

9. When writing a term paper for a class in the future, in which order (1 - 6) would you use the following resources in the library?
_____ card catalog
_____ Reader's Guide
_____ Master List of Periodicals
_____ books on shelves
_____ magazines on shelves
_____ Reference Librarian

10. The following is a sample citation from Reader's Guide:

Ms 5:6-8 My '73

Identify 6-8: _____

Identify My '73: _____

11. Which of the following would help you to identify the library receiving Ms Magazine?
_____ Reader's Guide
_____ Master List of Periodicals
_____ Index to Plays

12. The following is a sample card catalog card.

The Call Number is _____ .

13. Which of the following would help you locate a copy of the book that is currently available to circulate?
_____ Reader's Guide
_____ LCS
_____ Master List of Periodicals

14. Did you find the library exercise
_____ too long
_____ too short
_____ adequate length

EVALUATION DRAFT FOR STUDENTS IN UVC 100 PAGE 3

16. What specific items on the library exercise did you not understand?

17. Did you discuss the library exercise with a librarian?
_____ yes
_____ no

18. Did you discuss the library exercise with your advisor?
_____ yes
_____ no

19. Which library did you use for the library exercise?
_____ Pressey Hall Learning Resources Center
_____ Sullivant Hall Undergraduate Library

20. Did you find the signs in that library helpful?
_____ yes
_____ no
_____ didn't notice any signs

21. Do you have any suggestions for improving the signs in the libraries?

22. Was the library exercise a good method to teach you how to use the card catalog and Reader's Guide?
_____ yes
_____ no
_____ already knew, was only a review for me

23. How helpful was the "Library Survival for the Undergraduate" handout?
_____ very helpful
_____ good
_____ no help at all

24. Hou would you change the library instruction in UVC 100?

25. Do you have any comments concerning improvements in services or physical layout of the libraries you have visited at O.S.U.?

EVALUATION DRAFT FOR UVC ADVISORS Date _____

1. Which method of library instruction was used with your students?
   _____ lecture to large class
   _____ lecture to recitation group
   _____ students taken to library
   _____ lecture plus students taken to the library
   _____ assignment and information sheets handed out, students on own

2. Identify the librarian who worked with your students _____

3. What is your opinion of:
   content of the librarian's presentation:

   method and materials used in the librarian's presentation:

   effectiveness of the librarian's delivery?

4. Do you feel adequate time was allowed for the librarian's presentation?
   _____ yes
   _____ no, what do you feel would be adequate? _____

5. Which library(ies) did your students use?
   _____ Pressey Hall Learning Resources Center
   _____ Sullivant Hall Undergraduate Library
   _____ both
   _____ others, which ones? _____

6. Did you visit the libraries with your students?
   _____ no
   _____ yes

7. If yes, did you notice the signs made to assist your students?
   _____ no
   _____ yes

8. If so, do you think they were effective?
   _____ yes
   _____ no

9. How would you suggest these signs be improved?

10. In your opinion did your students find the "Library Survival for the Undergraduate" handout helpful?
    _____ yes
    _____ no

11. In your opinion was the "Library exercise" effective in acquainting your students with O.S.U. Libraries?
_____ yes
_____ no

12. Did your students have trouble with the exercise?
_____ no
_____ yes, in what specific areas? _____
_____

13. In your opinion how did your students feel about the library segment of UVC 100 after they had finished the exercise?
_____ favorable
_____ indifferent
_____ hostile

14. What would you suggest be added to the library instruction offered to UVC 100 classes next quarter?

15. What would you suggest be deleted from the library instruction offered to UVC 100 classes next quarter?

Comments:

NAME_____
ADVISOR_____
UVC 100 SECTION NUMBER_____
LENGTH OF TIME NECESSARY TO
COMPLETE THIS ASSIGNMENT
_____

LIBRARY EXERCISE

Subject: CHILD ABUSE

I. The card catalog is an index of all books and non-print materials owned by a library. The UNDERGRADUATE LIBRARY (in Sullivant Hall at 15th and High streets) and the PRESSEY HALL LEARNING RESOURCES CENTER (at 1070 Carmack Road on West Campus) both have catalogs divided into 2 sections: one is arranged alphabetically by the subject and the other arranged alphabetically by the author's last name and the exact title of the item.

Using the card catalog at either of the libraries listed above, answer questions 1, 2, and 3.

1. Find one book in the Subject Catalog on CHILD ABUSE

Call Number _____ Author _____

Title _____

Place of Publication, Publisher, Date _____

_____

2. Naomi Chase is considered an expert in this field. Find one book in the Author-Title Catalog by him.

Call Number _____

Title _____

Date of Publication _____

3. Materials are also listed in the catalog by the exact title. Using the Author-Title Catalog, find a book with the title:

The Abusing Family

Call Number _____

Author _____

OPTIONAL: Answer either question 4 or 5, depending upon which library you are using.

4. The Pressey Hall LRC owns many non-print materials. Using the Subject Catalog, locate one non-print item on CHILD ABUSE

Call Number _____

Title _____

Length in Minutes or Number of Frames _____

5. In the Undergraduate Library in Sullivant Hall there is a tape explaining the Book Review Digest. Using this tape, located in the display box near the Index Tables, answer the following questions.

Which of the following do you need to know in order to locate reviews in Book Review Digest:

a. the Publisher of the book
b. the Author of the review
c. the Date of Publication

Name one other source for locating book reviews.

II. The most current information on any subject can be found in magazine and journal articles. There are many periodical indexes to these magazine articles; Reader's Guide to Periodical Literature is the most common.

Using Reader's Guide, find 1 article on CHILD ABUSE

Title of Article _____

Author (if any) _____

Title of Periodical as abbreviated in Reader's Guide. _____

Full Title of Periodical as listed in the front of Reader's Guide.

_____

Volume _____ Page _____ Date _____

Three separate lists of magazines indexed in Reader's Guide and owned by the Main Library, the Undergraduate Library and the Pressey Hall LRC have been prepared and are posted near the Reader's Guide. Is the magazine mentioned in your citation included on any of these lists? _____

Which Library receives it? _____

Appendix 2

EVALUATION RESULTS - SPRING 1978

	Assignment Only	Classroom Presentation	Library Presentation	Control Group
Identified call number correctly	58%	74%	79%	none
Identified Reader's Guide citation correctly	75%	78%	78%	40%
Identified purpose of LCS correctly	83%	61%	64%	20%
Identified purpose of Master List of periodicals correctly	66%	63%	68%	60%

APPENDIX 3

Name_____
Advisor_____
UVC 100 Section_____
Length of Time Necessary To Complete
This Exercise_____

LIBRARY SEARCH STRATEGY EXERCISE

Subject: NUCLEAR POWER

Collecting information for any research project will require you to consult many different sources. This exercise is designed to illustrate an efficient and effective method of doing research and is called a SEARCH STRATEGY. Such an approach to research assures that you plan your strategy (your attack of the problem) in such a way as to cover all bases. In other words, locate all pertinent information. This strategy approach begins with very general materials and works toward more specific items.

Before you can begin your research, you should be certain that you understand the words and concepts expressed in your assignment. In addition to general dictionaries and encyclopedias, there are numerous specialized dictionaries and encyclopedias for many subject areas. Any of these materials is a good place to begin your search.

Locate the following encyclopedia and use it to answer the questions below. The call numbers for both the Sullivant Hall Undergraduate Library copy and the Pressey Hall Learning Resources Center copy are provided for your convenience.)

Cowles Encyclopedia of Science, Industry, and Technology
(Sullivant Hall copy: Reference Q158 C6)
(Pressey Hall copy: Reference Q158 C6)

Does Cowles Encyclopedia use the term NUCLEAR POWER?

_____Yes.

_____No. Try another word or phrase. What word do you find listed?
_____.

Briefly summarize the definition given.

1. Use either of the encyclopedias listed below to answer the following questions. Indicate with an X the encyclopedia you consult.

_____McGraw-Hill Encyclopedia of Science and Technology
(Sullivant and Pressey Hall copies Reference Q121 M3 1971)

_____Encyclopedia Americana
(Sullivant Hall copy: Reference AE5 E297 1976)
(Pressey Hall copy: Reference AE5 E297 1978)

A. Is NUCLEAR POWER listed in the Index?

_____Yes. What are the volume_____and page_____numbers of the main article?

_____No. Try a different word or phrase. What term do you find listed?

_____. What are the volume_____and page_____
numbers of the main article?

B. Does this encyclopedia article have a bibliography of related books listed at the end of the article?_____.

Select one book from the bibliography and indicate:

Author_____

Title_____

II. The card catalog is an index of all materials owned by a library.

A. Using the Author-Title section of the catalog, look up the book you cited from the encyclopedia bibliography above.

_____Yes. The library owns this book. The call number is_____.

_____No. The library does not own this book.

B. The Subject section of the catalog lists all materials by their subject content.

1. Is the term NUCLEAR POWER listed in the Subject Catalog?_____

2. The Library of Congress Subject Headings, two large red volumes located near the catalog, are a list of subject headings that may be used in the catalog. Only words printed in bold type are words used in the catalog.

Look up the term NUCLEAR POWER. Is this term a heading that may be used in the catalog?_____Yes.

_____No. Try a different word or phrase.

What word do you find listed?_____.

C. Does the Subject Catalog have any materials listed under the subject heading you indicated in the above question?_____.

Select one item, indicate:

Author_____

Title_____

Call Number_____

V. Periodical indexes will direct you to magazine articles. Use either of the indexes listed here. Indicate with an X the index you consult.

_____Applied Science and Technology Index

_____Public Affairs Information Service (PAIS)

(Both are on the index tables near the reference desk)

Each index has its own system of subject headings. You may need to try several possible headings, but start by checking the terms you've already found listed in the dictionary, encyclopedia and the card catalog.

A. What subject heading is used in this index?_____

B. Select one article listed in this index, indicate:

Title of Article_____

Author (if any)_____

Title of Magazine_____

Volume_____ Page_____ Date_____

Facts on File is an excellent source of information digested weekly from newspapers and magazines on current topics. The Index is in the YELLOW or the BLUE sections; each section covers either the entire year, or three months, or six weeks. (Carefully check the dates at the top of the page in the section you consult.)

The citations given in the Index give the month and day of the event, the page number, and the location on the page. The latter works like the location keys on a map, and refers to the letters on the side of each page and the column in which the article appears. Use the 1977 volume to answer the following questions.

Facts on File
(Sullivant and Pressey Hall copies: Reference D410 F3, on the index tables near the reference desk.)

A. Is NUCLEAR POWER listed in the Index?_____. If not, try another word or phrase. What term do you find listed?_____.

Select one item from the Index, indicate:

Date_____ Page_____ Location on page_____.

B. Briefly summarize the content of the article.

APPENDIX 4

FRESHMAN LIBRARY INSTRUCTION PROGRAM

The Undergraduate Librarians believe objectives of a comprehensive program of library instruction at Ohio State University should insure that students recognize the relationship between the acquisition of knowledge and the use of library resources and that students learn to use libraries to expand knowledge, to develop independent thinking, and to satisfy lifelong learning attitudes.

I. General objectives of library instruction for University College students are:

   A. To introduce students to Ohio State University Libraries with emphasis on services and resources of the Undergraduate Library and the West Campus Learning Resources Center.

   B. To facilitate development of positive attitudes toward the Libraries.

   C. To promote recognition of the Libraries as sources of information and materials for further study and as a place to seek assistance for information needs.

II. Specific objectives of Phase I of the library instruction program for University College students are:

   A. To introduce students to the physical facilities at both undergraduate libraries, emphasizing the location of the card catalog and the circulation and reference desks.

   B. To acquaint students with learning materials in various formats; the reference desk as a place to get questions answered; and the loan policies and procedures for borrowing materials.

   C. To instruct students in the use of a divided card catalog to determine what materials a library has and to retrieve those materials.

      1. Students should understand the alphabetical arrangement of cards in the catalog.

      2. Students should be able to locate materials by author, title, and subject.

      3. Students should be able to identify the call number and understand its use in locating materials.

   D. To instruct students in the use of periodical indexes by focusing on the Reader's Guide and the means of locating magazines in the Libraries.

      1. Students should be able to locate citations by subject.

      2. Students should be able to interpret the information found in the citation.

3. Students should be able to use the citation information to locate the article in OSUL.

E. To acquaint students with the Library Control System and its capabilities.

III. The objective in evaluating this program is to measure the effect of library instruction upon the attitude and skill level of the students. In addition, the Undergraduate Librarians recognize the need to reevaluate on a continuing basis all facets of the program, including the library exercise, instructional materials used in the lecture presentation, and content of the presentation.

SUGGESTED OPENING COMMENTS Fall Quarter, 1978

(Introduce yourself - name, title)

I am here to introduce you to O.S.U. Libraries and to explain how you can make your life as a student easier by learning to use the library system effectively. Knowing how to use the library well will help you to improve your grades and to get your money's worth out of your education.

We want you to feel comfortable about coming into the libraries and especially about asking us for help in finding what you need. The O.S.U. library system is probably bigger and more complex than any you have encountered. There are about 3 million volumes and 26 libraries in the system. The Main Library is the tall building at the west end of the Oval; there are a number of department libraries covering subject areas; and there are 2 libraries especially for undergraduates: the Learning Resources Center on West Campus which features A-V materials, and the Undergraduate Library in Sullivant Hall at 15th and High. In these 2 libraries you will find materials on reserve for some of your courses, and files of old exams for Math, Chemistry, and other courses.

These libraries are linked by a computer system - LCS or Library Control System. There are copies of instructions for using LCS near the public terminals in the Main Library and in Sullivant Hall. Learning how to use the public LCS terminals and to use the services of the Telephone Center (described in the Library Survival handout - yellow sheet) will save you a lot of time and frustration. You can find out whether O.S.U. owns a book, which library has a copy, and whether that copy is available to circulate. We have three suggestions which will save you hassles with the circulation department: (Refer to transparency - Library Circulation Suggestions).

Fall Quarter, 1978

LECTURE OUTLINE

I. Introduction
- A. Name, title
- B. Purpose of speaking to class
- C. Overview of library system.
  1. Where and how to get information about libraries
  2. Emphasize undergraduate libraries: UND and WCL
  3. Special features of O.S.U. system: MIC, microforms and newspapers, LCS, Telephone Center, etc.

II. Materials
- A. Maps of Undergrad and West Campus
- B. LCS pamphlet
- C. Library Walking Exercise
  1. Purpose: to acquaint them with the undergraduate libraries and with the materials used in writing papers, etc.
  2. Format: walking tour, fill-in answers, covers a variety of sources and LCS
  3. Mechanics
     a. points for doing exercise
     b. date due (set by advisor); hand in to advisor
     c. complete either in UND or WCL; trade-ins available

III. Concept of Search Strategy
- A. Systematic approach to research
- B. Locates all pertinent information
- C. Moves from general to specific materials
- D. Examine, evaluate, eliminate, assemble sources

IV. Information/Instruction
- A. Card catalog
  1. Index to books and non-print materials owned by library
  2. Divided catalog -- author, title, and subject cards
  3. CALL NUMBER
     a. location on card
     b. need to note the whole number
     c. how to find books on shelf
  4. Subject headings --LCSH a "dictionary" of terms used in catalog
     a. "approved" terms in bold type
     b. cross references
  5. A-V cards

- B. Indexes
  1. What are periodicals, what is an index
  2. Types of general and specific indexes
  3. Citation -- identify parts
  4. Full title of magazine
  5. How to find periodicals in library

- C. Other types of sources
  1. Encyclopedias
  2. Biographical sources
  3. Book reviews
  4. Newspaper indexes

- D. LCS

1-12-79

Used Fall 1978, Winter and Spring 1979

Name (Optional)_____

Quarter _____ Advisor _____ Age _____

CAP Area _____ Section _____

For the following questions please check the appropriate space.

1. Before taking this UVC 100 course did anyone explain how to use library resources to you?
_____ in high school from a librarian
_____ in high school from a teacher
_____ in the public library from the librarian
_____ never
_____ other, please describe _____

2. In addition to the time spent in a library to complete the library exercise for this course, which library(ies) have you visited this quarter?
_____ West Campus Learning Resources Center in Pressey Hall
_____ Sullivant Hall Undergraduate Library
_____ Main Library
_____ none
_____ others, please identify _____

3. Which items(s) did you find most useful in the library lecture?
_____ general information about O.S.U. Libraries
_____ specific information about West Campus Learning Resources Center
_____ specific information about Sullivant Hall Undergraduate Library
_____ how to use the card catalog
_____ how to use Readers Guide
_____ general information about Library Control System (LCS)

4. What is your opinion of the quality of the library presentation (check all answers that apply)?
_____ had trouble hearing presentation
_____ did not understand presentation
_____ presentation well organized and understatndable
_____ transparencies helped make presentation understandable
_____ did not find presentation at all helpful
_____ the presentation was one of the worst all quarter

The following is a sample citation for Readers Guide to Periodical Literature:

Ms 5:6-8 My '73

5. Identify 6-8: _____

6. Identify My '73: _____

7. Which of the following would help you to identify the library at Ohio State receiving Ms Magazine?
_____ Readers Guide
_____ Master List of Periodicals
_____ Index to Plays

The following is a sample card catalog card:

DT 30 McKay, Vernon.
M3 Africa in world politics. New York, Harper & Row (©1963)

468 p. 22 cm.

Includes bibliography.

1. Africa - Politics - 1960 2. World politics - 1955 - I. Title

DT30.m24 327.6$_{OU}$ 63-2069 62-18877
Library of Congress (5)

8. The call number is _____

Based upon your own experiences, please CIRCLE the answer that best describes your feeling SA (Strongly Agree), A (Agree), U (Undecided), DA (Disagree), or SDA (Strongly Disagree) for each of the following statements.

9. I find a library a very comfortable place to work when I need to go there.
SA A U DA SDA

10. Even after the library instruction in my UVC class I need help to find information in O.S.U. Libraries.
SA A U DA SDA

11. Walking into a library is like going into a church, because I am in awe of the surroundings.
SA A U DA SDA

12. I only go to a library when someone makes me go.
SA A U DA SDA

13. I feel confident that I can use a card catalog to find books for my assignements.
SA A U DA SDA

14. When I go to a library I often spend more time than I planned because I find so many interesting things.
SA A U DA SDA

15. I feel confident that I can use Readers Guide to Periodical Literature to find magazine articles for my assignments.
SA A U DA SDA

16. A person should only ask librarians for help when it looks like they aren't busy.
SA A U DA SDA

17. Normally a librarian can only help you when you know what you are looking for.
SA A U DA SDA

18. I expect to use O.S.U. Libraries for studying only, as none of my courses will require library research.

SA A U DA SDA

19. How would you change the library instruction in UVC 100? Were there any library resources which should have been explained, or explained more fully?

20. Do you have any comments concerning improvements in services or physical layout of the libraries you have visited at O.S.U.?

NOTE: Questions 9, 11, 12, 14, 16, 17, are taken from Student Questionaire used at DePauw University and reported in James Martindale and Larry Hardesty. Library Service Enhancement Program, DePauw University. Grant Proposal and Quarterly Reports. October 18, 1978, (ED 145 839)

PLEASE RETURN THIS QUESTIONNAIRE
TO YOUR UVC ADVISOR

- THANK YOU FOR TAKING THE TIME TO COMPLETE IT -

NAME _____
ADVISOR _____
UVC 100 SECTION _____
LENGTH OF TIME NECESSARY TO COMPLETE THIS ASSIGNMENT _____

LIBRARY EXERCISE

Subject: FOOD SUPPLY

The card catalog is an index of all books and non-print materials owned by a library. The UNDERGRADUATE LIBRARY (in Sullivant Hall at 15th and High streets) and the WEST CAMPUS LEARNING RESOURCES CENTER (in Pressey Hall at 1070 Carmack Road on West Campus) both have catalogs divided into 2 sections: one is arranged alphabetically by the subject and the other arranged alphabetically by the author's last name and the exact title of the item.

Using the card catalog at either of the libraries listed above, circle the correct answer.

1. Using the Subject Catalog, which of the following authors has written a book on FOOD SUPPLY?
   A. George Borgstrom
   B. Gene Brucker
   C. Joan Foran
   D. Samuel T. Gaines

2. What is the call number on the book you marked in Question 1?
   A. HD9000.5 B54
   B. HD9000.5 B54 1972
   C. HD9000.5
   D. none of the above

3. Using the Author-Title Catalog, look for a book by Paul Simon. Which of the following is the correct title?
   A. The politics of world hunger
   B. The world food problem
   C. The end of affluence
   D. Four thousand million mouths

4. What is the date of publication on the book you marked in Question 3?
   A. 1973
   B. 1928
   C. no date given
   D. none of the above

5. Using the Author-Title Catalog again, which of the following titles is listed?
   A. The population problem
   B. Who will survive?
   C. The real reasons for world hunger
   D. Cannibals and kings

ANSWER EITHER QUESTION 6 or 7, DEPENDING UPON WHICH LIBRARY YOU ARE USING.

6. The West Campus LRC owns many non-print materials, such as filmstrips, slide-tapes, video cassettes, etc. Which one of the following non-print items is listed in the Subject Catalog under the heading: FOOD SUPPLY
   A. A hungry world
   B. All out food production
   C. Can the world be fed?
   D. Preaching to the hungry

   What type of non-print material is the item you marked in Question 6?
   A. filmstrip
   B. video cassette
   C. motion pic loop
   D. slide-tape

7. In the Undergraduate Library in Sullivant Hall, the Book Review Digest is located on the middle Index Table (number 5) near the circulation desk. In order to find book reviews in the Book Review Digest, you need to consult the volume for the year in which the book was published. In each volume, reviews are then arranged by the last name of the author of the book. Use the Author and Title you found in Question 3 and the publication date in Question 4 to answer this question:

   In which of the following magazines did a review of the book in Question 3 appear?
   A. New York
   B. New Yorker
   C. New York Times Book Review
   D. no reviews found
   (If you need more help in answering this question, listen to the tape on Book Review Digest on the pillar with the green arrow behind you.)

II. The most current information on any subject can be found in magazine and journal articles. There are many periodical indexes to these magazine articles; Readers' Guide to Periodical Literature is the most common. In Readers' Guide, magazine articles are entered alphabetically by subject.

Use March 1974-February 1975 volume to answer the following questions.

1. Which one of the following is the title of an article on FOOD SUPPLY?

   A. Still the world hungers
   B. Dealing with world hunger
   C. Dealing with world hunger
   D. Preaching to the hungry

2. What is the title of the magazine in which this article was published?
   A. Current
   B. Business Week
   C. Science
   D. Society

3. What is the volume number?
   A. 165
   B. 21-3
   C. S'74
   D. 856

4. What are the page numbers of this article?
   A. 165
   B. 21-3
   C. S'74
   D. 856

5. A Master List of magazines indexed in Reader's Guide and owned by the Main Library, the Sullivant Hall Undergraduate Library, and the West Campus LRC is posted near the Reader's Guide. After consulting the list, circle the item which correctly identifies the libraries which receive the magazine you marked in Question 2 above.
   A. Main Library and Sullivant Hall Undergraduate Library
   B. Main Library and West Campus LRC
   C. Sullivant Hall Undergraduate Library and West Campus LRC
   D. all 3 libraries
   E. none of the 3 libraries
   F. none of the above

II. WALKING TOURS: Attached is a printed self-guided tour of the West Campus LRC. If you have not been in the building before, you may wish to take 10-15 minutes and follow this tour to acquaint yourself with the building and the materials and equipment available. The Sullivant Hall Undergraduate Library has a taped tour which you can use to walk through the library. You may check out a cassette tape recorder at the Circulation desk there; the tour takes about 8 minutes to complete.

WEST CAMPUS LEARNING RESOURCES CENTER

HOURS

FALL, WINTER & SPRING QUARTERS

Monday - Thursday	8:00am - 10:00pm
Friday	8:00 - 5:00pm
Saturday	10:00am - 5:00pm
Sunday	2:00pm - 10:00pm

SUMMER & BETWEEN QUARTERS

Monday - Friday	8:00am - 5:00pm

PHONE NUMBERS

GENERAL INFORMATION 422 - 0183

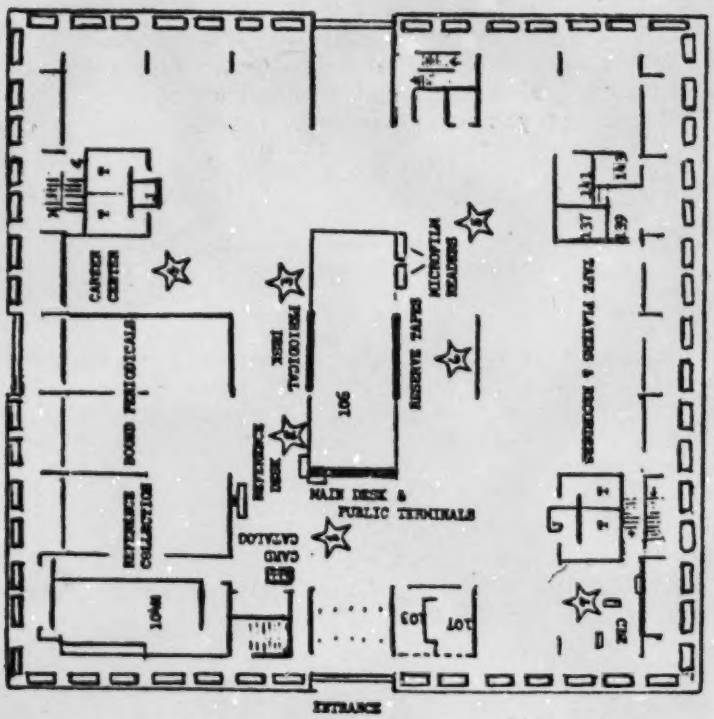
AUDIOVISUAL INFORMATION 422 - 0305

A SELF-GUIDED TOUR

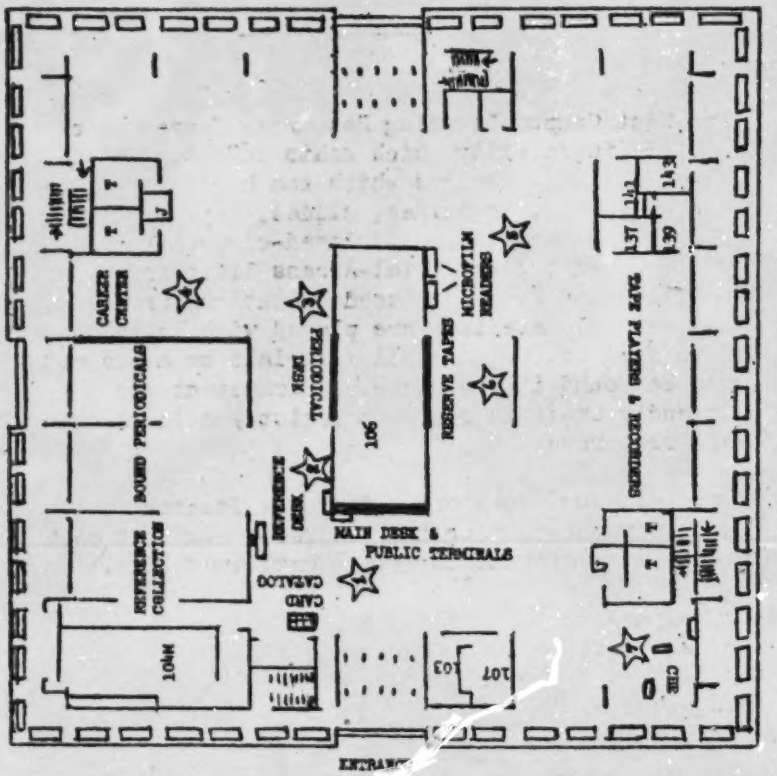
The West Campus Learning Resources Center is a multimedia facility which seats 1600 students. Materials and services which can be found here include books, magazines, slides, tapes, filmstrips, motion pictures, closed-circuit television, video tapes, Dial-Access listening carrels, and Computer Based Education terminals. Audiovisual materials are placed with books on open shelves, so that all materials on a subject may be found in one place. A competent and friendly staff is ready to assist you in using all resources.

This self-guided tour is designed to show you where things are located in the Learning Resources Center. Each stop on the tour is numbered. Staff at each service desk can provide more detailed information if you have questions.

STOP 1 The CARD CATALOG is an alphabetical index to all materials in the Learning Resources Center. Cards are filed in trays in a cabinet near the front entrance to the building. It is a two-part catalog in which cards for authors and titles are filed together alphabetically in one side of the catalog and in the other side cards are filed alphabetically by subject. The label on the front of each tray in the catalog card cabinet tells what part of the alphabet it contains. The call number, which is located in the upper left hand corner of each card, tells where the material is located on the shelves. Always copy the complete call number to locate materials quickly.



STOP 2 The REFERENCE DESK is staffed during the busiest hours of the day. This is the best place to go when you need answers to questions on how to use the card catalog, begin research on a term paper, locate articles in magazines, and find biographical or statistical information.



STOP 3 The PERIODICAL DESK is where the latest issues of magazines are kept. A list of the titles which are received at the Learning Resources Center is kept on the desk. Magazines may be borrowed and read in the building by leaving your ID card at the desk. Older copies of magazines have been bound together and may be found on the shelves against the wall directly across from the Periodical Desk. The bound volumes of magazines are shelved alphabetically by title. All magazines must be used in the building.

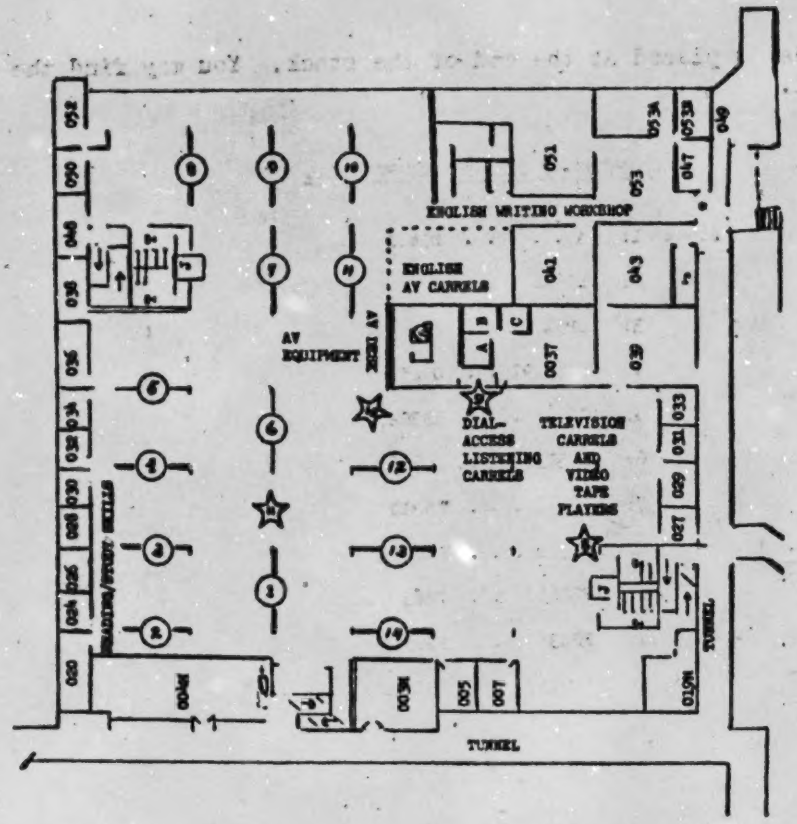
STOP 4 The CAREER CENTER collection contains many materials which can provide you with the information you need to plan, explore and choose a career that is rewarding and satisfying. The Worker Trait Group arrangement of the Career Center collection places related groups of occupations together so that you may examine them in terms of your interests, abilities and values.

STOP 5 MICROFILM READERS are used to read filmed copies of magazines, newspapers, and other materials. The staff will show you how to thread the roll of film in the machine. MICROFICHE READERS are located in carrels nearby. These machines are used when material has been filmed on card film rather than on rolls of film.

STOP 6 At the RESERVE TAPE DESK there is a card file which lists cassette tapes which may be helpful to you for many courses of study. The gray metal stand on the desk lists titles of all musical recordings on tape. Your ID card is left at the desk when cassette tapes are checked out. Equipment for playing the tapes is directly across the room from the desk.

STOP 7 Your instructor will let you know when COMPUTER BASED EDUCATION is available for your courses. The Learning Resources Center has 3 CBE terminals. It is possible to reserve time for using the terminals, or you may use one of the terminals on a first-come, first-served basis.

USE THE STAIRS NEAR THE CBE AREA TO GO TO THE LOWER LEVEL OF THE LEARNING RESOURCES CENTER FOR YOUR NEXT STOP ON THE TOUR



STOP 6 There are 64 carrels equipped for viewing TELEVISION programs. Individual video cassettes may be played on video tape players in the carrels or television programs may be watched via closed-circuit TV. Both black and white and color TV is available in the Learning Resources Center.

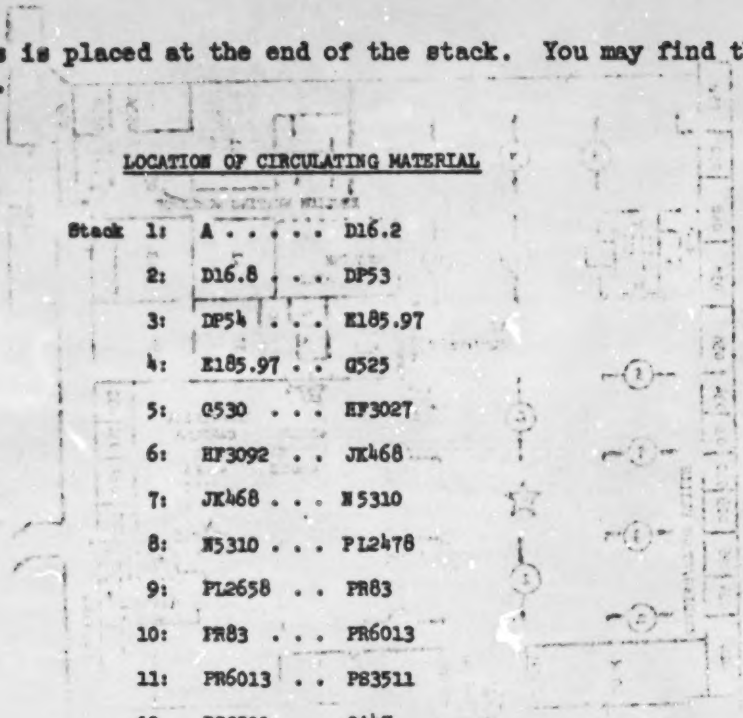
STOP 7 DIAL-ACCESS listening carrels are adjacent to the TV carrels. Taped lessons for many courses are available for review on Dial-Access. A list of the courses which have taped lessons can be found at the end of each row of carrels.

STOP 8 Audiovisual materials on reserve for specific courses can be checked out at the AV DESK. Equipment for using AV materials is located in carrels in in front of the desk. Staff or student assistants will show you how to use any equipment in the Learning Resources Center.

Video Cassettes for many MATH classes are on reserve at the AV DESK . If you are taking Math classes be sure to ask at the desk about Math tapes which re-relate to your course.

STOP 9 Materials in the circulating collection which can be borrowed for use outside the building are shelved in the STACKS on the lower level of the Learning Resources Center. The stacks are numbered to help you locate the materials you need easily. The first part of the call number which each

stack contains is placed at the end of the stack. You may find the list below helpful.



LOCATION OF CIRCULATING MATERIAL

Stack	1:	A	D16.2
	2:	D16.8 . . .	DP53
	3:	DP54 . . .	E185.97
	4:	E185.97 . .	G525
	5:	G530 . . .	HF3027
	6:	HF3092 . .	JK468
	7:	JK468 . . .	N5310
	8:	N5310 . . .	PL2478
	9:	PL2658 . .	PR83
	10:	PR83 . . .	PR6013
	11:	PR6013 . .	PS3511
	12:	PS3511 . .	QA47
	13:	QA47 . . .	QR41
	14:	QR41 . . .	Z
			and OVERSIZED A—Z

STOP 12 The last stop on your tour is the MAIN CIRCULATION DESK. This is the place to bring your materials when you want to check them out for use outside the building. Always bring your ID card with you. Other things you will find at the Main Circulation Desk are copies of OLD EXAMS and a master list of all materials on RESERVE in the Learning Resources Center.

At the left of the Main Circulation Desk are computer terminals for public use which will enable you to use the LIBRARY CONTROL SYSTEM (LCS). This computerized circulation system ties all 26 libraries on the campus together. You will find instructions on how to use the system at the terminals.

WE HOPE YOU HAVE ENJOYED YOUR TOUR OF THE LEARNING RESOURCES CENTER

UNDERGRADUATE LIBRARY

205 Sullivant Hall
1813 North High Street

422-2075 Circulation Desk
422-8915 Library Office

FALL - SPRING QUARTER HOURS		SUMMER QUARTER HOURS
8 a.m. - 12 mid.	Monday - Thursday	8 a.m. - 10 p.m.
8 a.m. - 12 mid.	Friday	8 a.m. - 5 p.m.
10 a.m. - 10 p.m.	Saturday	CLOSED
1 p.m. - 12 mid.	Sunday	2 p.m. - 10 p.m.

Hours will vary during Final Exams, Quarter Breaks, and Holidays. Please check the posted schedules during those times.

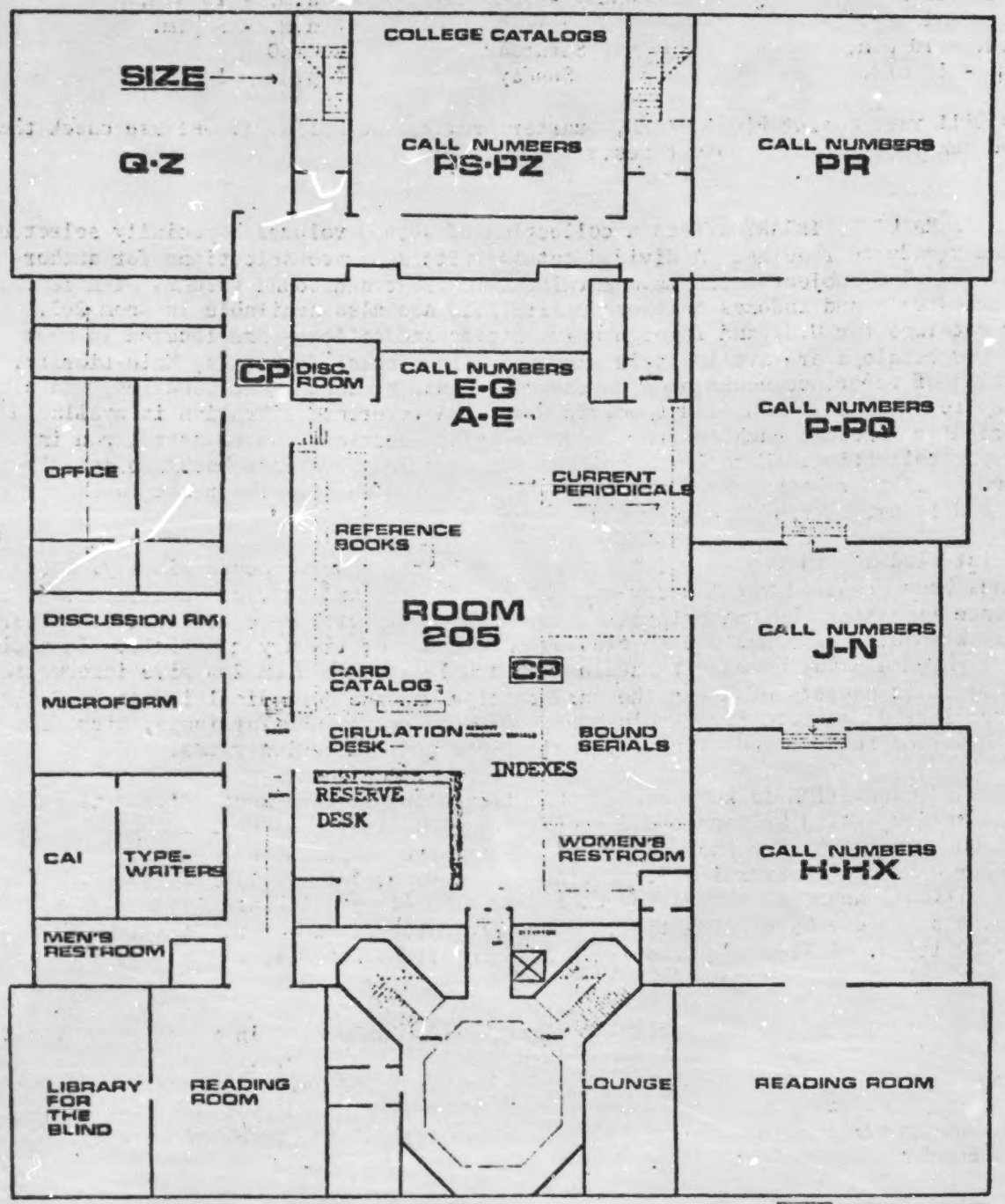
The UNDERGRADUATE LIBRARY offers a collection of 40,000 volumes especially selected for undergraduate reading. A divided catalog with separate selections for author-title cards and subject cards is maintained. Current and bound volumes of more than 200 periodicals and indexes to those periodicals are also available in Room 205. Older catalogs for U.S. and foreign universities and colleges are located in Room 250. New catalogs are available in microfiche in Special Materials, Main Library. A section of reference books such as encyclopedias, almanacs, dictionaries, and bibliographies will help you find specific facts. A reference librarian is available on a regular schedule each quarter to answer your questions and to assist you in using the collection. Magazines, college catalogs and reference books do not circulate. All other books may be checked out for three weeks. There are tables, carrels, and lounge chairs for study and reading in each room.

To assist students in the use of the resources in the Undergraduate Library, a taped TOUR has been prepared which describes the collections and services available. The reference librarian who can help students individually with research for term papers and projects will also lecture to classes on the use of library materials. In addition, lighted display boxes with audio speakers located in Room 205 give information about specific aspects of using the card catalog and the periodical indexes. Other services include photocopiers, coin-operated typewriters, CBE Terminals, microfilm and microfiche readers and printers, Dial Access and discussion rooms.

The RESERVE COLLECTION is kept behind the Circulation Desk in Room 205. Materials on reserve are listed by course and professor. A white manual charge card must be filled out completely for each item. Closed reserve items may be used in the library for 4 hours (or overnight). A fine of $0.50 for the first hour and $0.25 for each additional hour is charged for closed reserve items which are late. 3-day and 7-day books are due by closing time. Fines are $1.00/day for 3-day and $0.25/day for 7-day items. A fine of $5.00 is charged for items not returned to the RESERVE DESK.

Library Services for the Physically Impaired (LSPI) is located in room 266 ABC. It is open Monday-Friday 8 a.m. - 8 p.m., Saturday 10 a.m. - 8 p.m., and Sunday 1-6 p.m. LSPI provides mechanical reading aids for blind and partially sighted students. Greg Davis, LSPI staffer, acts as liaison between all physically impaired students and campus libraries by providing valuable informational and referral service. He can be reached at 422-7432.

THE UNDERGRADUATE LIBRARY AND THE LIBRARY FOR THE BLIND



OVERSIZED BOOKS: SIZE

CP = COPIER

This floor plan is for the entire Undergraduate Library. To complete your library exercise you will be using materials located in Room 205. Please ask at the Reference or Circulation Desks is you have difficulty locating anything.

CAP Area_____ Date of Instruction_____

1. What is your opinion of the content of the library presentation?

2. What is your opinion of the method and materials used in the presentation?

3. Do you feel adequate time was allotted for the library presentation?
_____yes
_____no

4. Did any of your students opt to work on the "Library Search Strategy Exercise"?
_____no
_____yes, did they have problems with this exercise? _____no
_____yes, in what specific areas?_____

5. Did any of your students have problems with the "Library Exercise"?
_____no
_____yes, in what specific areas?_____

6. In your opinion are these exercises effective in acquainting your students with O.S.U. Libraries?
_____yes
_____no

7. In your opinion how did your students feel about the library segment of UVC 100 after they had finished the exercise?
_____favorable
_____indifferent
_____hostile

8. What changes would you suggest for the library instruction offered to UVC 100 classes next quarter?

Comments:

Library Instruction Program: UVC 100, Fall 1978

Library exercise subjects:

Abortion
Adolescence
Air-pollution
Alcoholism
Art, Modern - 20th Century
Birth Control
Child Abuse
Child Study
Conservation of Natural Resources
Consumer Protection - United States
Cookery, American
Discrimination--United States
Drug Abuse
Ecology
Electronic Data Processing
Euthanasia
Food Supply
Homosexuality
Individuality
Jazz Music
Journalism Korean
Korean War
Lobbying
Monetary Policy - United States
Money
Narcotic Habit
Negro Musicans
Negroes--Civil Rights
Negroes in Literature
Nutrition
Pollution
Population
Theater
Vacational Guidance
Watergate Affair
Wildlife Conservation

Search strategies:

Career Planning
Nuclear Power
Searching for Essays
Searching for Poems
Searching for Short Stories
Study Habits
Term Paper Writing

APPENDIX 5

Evaluation of UVC 100 1978 Fall Quarter Program

The four questions testing students skills and retention of information showed very positive results. Table outlines these.

SKILLS QUESTIONS #5, 6, 7, 8

Questions	Responses		
	Correct	Incorrect	No Response
#5 Identifying Reader's Guide pages	67.07%	18.55%	14.37%
#6 Identifying Reader's Guide date	65.42%	16.23%	18.34%
#7 Identifying Master List	45.41%	51.63%	3.01%
#8 Identifying call number	73.3%	20.76%	6.87%

65-73% displayed an ability to identify the given information (in questions 5, 6, and 8) showing a retention of information taught in the lecture and reinforced in the library exercises. 14% and 18% chose not to respond to questions 5 and 6, wheras the no response rate for question #8 was 6.8%. The difference is undoubtedly due to the structure of the question. Both #5 and 6 asked the student to identify some given information (i.e., "6-8", "My '73"). Question #8 asked what is the call number? Students appear less likely to tag an identifier to "6-8" or "My '73" if they are uncertain and much more willing to guess at the call number on a sample card that contains many sets of numbers any one of which could conceiveably be a call number. Consequently the incorrect rate was higher for #8 and the no response rate lower.

Correlating the accuracy rate of questions 5, 6, and 8 with the attitude questions concerning Reader's Guide and the card catalog (questions 13 and 15) shows that although they can accurately identify the given information, students do not feel confident of their ability to use either Reader's Guide or the card catalog. Table below illustrates the results.

CORRELATION OF SKILLS AND ATTITUDE QUESTIONS

Skills		Attitude			
Question number	Response correct	Question number	Response		
			Positive	Negative	Undecided
5	67%	15	31.8%	40%	22.5%
6	65%				
8	73%	13	47%	30%	17%

Although 65-67% had correctly identified elements of the Reader's Guide citation, only 31.8% felt confident they could use Reader's Guide; 40% felt unconfident and 22.5% (almost one-fourth of the respondents) were undecided.

73% had correctly identified the call number but only 47% felt confident they could use the card catalog; 30% felt unconfident and 17% were undecided. These results illustrate that more positive reinforcement needs to be given to students as they work in the library and on their library exercise.

written by Penny Pearson
Head, Undergraduate Library
July, 1979

APPENDIX 6

PHASE I LIBRARY INSTRUCTION PROGRAM

The Undergraduate Librarians believe objectives of a comprehensive program of library instruction at Ohio State University should insure that students recognize the relationship between the acquisition of knowledge and the use of library resources and that students learn to use libraries to expand knowledge, to develop independent thinking and to satisfy lifelong learning attitudes.

I. General objectives of library instruction for University College students are:

A. To introduce students to Ohio State University Libraries with emphasis on services and resources of the Undergraduate Library and the West Campus Learning Resources Center.

B. To facilitate development of positive attitudes toward the Libraries.

C. To promote recognition of the Libraries as sources of information and materials for further study and as a place to seek assistance for information needs.

II. Specific objectives of Phase I of the library instruction program for University College students are:

A. To introduce students to the physical facilities at both undergraduate libraries, emphasizing the location of the card catalog, the circulation and reference desks, and LCS terminals.

B. To acquaint students with learning materials in print and non-print formats; the reference desk as a place to get questions answered; and general information about circulation procedures.

C. To introduce students to the concept of search strategy which is a systematic approach to research.

1. Students should be able to locate all pertinent information on a subject, moving from general materials to specific.

2. Students should be able to examine and evaluate sources eliminating the irrelevant and assembling all the appropriate information.

D. To acquaint students with the range of reference materials, including encyclopedias, biographical and book review indexes, and their function within the search strategy process.

E. To instruct students in the use of a divided card catalog to determine what materials a library has and how to retrieve those materials.

1. Students should understand the alphabetical arrangement of cards.

2. Students should be able to locate materials by author and/or title.

3. Students should be able to use the Library of Congress Subject Headings to identify correct subject headings.

4. Students should be able to locate materials by subject using the correct subject heading.

5. Students should be able to identify the complete call number and understand its use in locating materials.

F. To instruct students in the use of periodical indexes, emphasizing their variety, and the means of locating magazines in the Libraries.

1. Students should be able to locate citations by author, title, and subject.

2. Students should be able to interpret the information found in the citation.

3. Students should be able to use the citation information to locate the article in the libraries.

G. To acquaint students with the Library Control System and its capabilities.

1. Students should be able to search materials by author and title.

2. Students should be able to search periodicals by title and locate specific issues.

III. The objective in evaluating this program is to measure the effect of library instruction upon the attitude and skill level of the students. In addition, the Undergraduate Librarians recognize the need to reevaluate on a continuing basis all facets of the program, including the library exercise, instructional materials used in the lecture presentation, and content of the presentation.

Phase II Library Instruction Program

The Undergraduate Librarians believe objectives of a comprehensive program in library instruction at Ohio State University should insure that students recognize the relationship between the acquisition of knowledge and use of library resources and that students learn to use libraries to expand knowledge to develop independent thinking and to satisfy lifelong learning attitudes.

I. General objectives for Phase II of the library instruction program are:

   A. To educate students further in the use of the Ohio State University Libraries with emphasis on the more specialized resources of the Undergraduate Library and the West Campus Learning Resources Center.

   B. To facilitate development of positive attitudes toward the Libraries.

   C. To promote recognition of the Libraries as sources of information and materials for further study and as a place to seek assistance for information needs.

II. Specific objectives for Phase II of the library instruction program are:

   A. To educate students further in the application of search strategy which is a systematic approach to research.

      1. Students should be able to locate all pertinent information on a subject, moving from general materials to the specific.

      2. Students should be able to examine and evaluate sources eliminating the irrelevant and assembling all the appropriate information.

   B. To educate students in recognizing the reference librarian as a knowledgeable consultant to the library's resources.

   C. To educate students further in the range of reference materials and their functions within the search strategy process.

      1. Students should recognize general and special encyclopedias as a place to begin the search strategy for an overview of the subject; and using the index, should be able to locate the primary and all related articles.

2. Students should be able to make effective use of the card catalog.

   a. Students should be able to determine approved subject heading by using the Library of Congress Subject Headings.

   b. Students should understand the concept of cross referencing ("see" and "see also" references) as used in the Library of Congress Subject Headings and the card catalog.

   c. Students should be able to interpret tracings from the main entry card.

   d. Students should be able to locate bibliographies published as separate books and as parts of books.

3. Students should recognize the variety of periodical and newspaper indexes and be able to select and effectively use the most appropriate index for their subject.

4. Students should be able to evaluate books from their bibliographies by reading book reviews located through book review indexes.

5. Students should recognize the variety of biographical indexes and be able to select and effectively use the most appropriate.

6. Students should be aware of statistical sources.

D. To educate students in the effective use of the Library Control System (LCS).

   1. Students should be able to search LCS by a call number to locate available copies.

   2. Students should be able to search LCS by subject using the Library of Congress Subject Headings.

LECTURE OUTLINE

I. Introduction
   A. Name, title
   B. Purpose of speaking to class
   C. Overview of library system
      1. Where and how to get information about the libraries ("OSU Libraries" newspaper, pamphlets, etc.)
      2. Emphasize undergraduate libraries: Sullivant and West Campus
      3. Special features of OSU system: MIC, microforms and newspapers, LCS, Telephone Center (422-3900)

II. Materials
   A. Maps of Undergrad and West Campus Libraries
   B. Library Walking Exercise
      1. Purpose: to acquaint them with the undergraduate libraries and with the materials of library research
      2. Format: walking tour, fill-in answers, covers a variety of sources and LCS
      3. Mechanics
         a. points awarded for handing in exercise
         b. date due (set by advisor); hand in to advisor in class
         c. Exercises cover either UND or WCL; trade-ins available in both libraries

III. Concept of Search Strategy
   A. Systematic approach to research
   B. Locates all pertinent information
   C. Moves from general to specific materials
   D. Examine, evaluate, eliminate, assemble sources

IV. Information/Instruction
   A. Card catalog
      1. Index to books and non-print materials owned by library
      *2. Divided catalog in undergraduate libraries: author/title and subject
      *3. CALL NUMBER
         a. location on card
         b. need to note the whole number
         c. Library of Congress classification system
      *4. Subject headings -- Library of Congress Subject Headings books
         a. "approved" terms used in catalog in bold type
         b. cross references: see and see also
      5. A-V cards: West Campus catalog

   B. Periodical indexes
      1. What are periodicals; what is an index
      *2. Types of general and specific indexes
      *3. Citation -- identify parts
      4. Full title of magazine -- identify list of abbreviations
      5. How to find periodicals in library

   C. Other types of sources: encyclopedias, biographical sources, book reviews, newspaper indexes, etc.

   D. LCS -- hand out LCS pamphlet
      **1. ATS and detailed search
      *2. TLS for serials
      *3. Detailed search by volume
      *4. Detailed search by year
      5. Explain stoplist; asterisk for State Library holdings

UNDERGRADUATE LIBRARY

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1813 North High Street

422-2075 Circulation Desk
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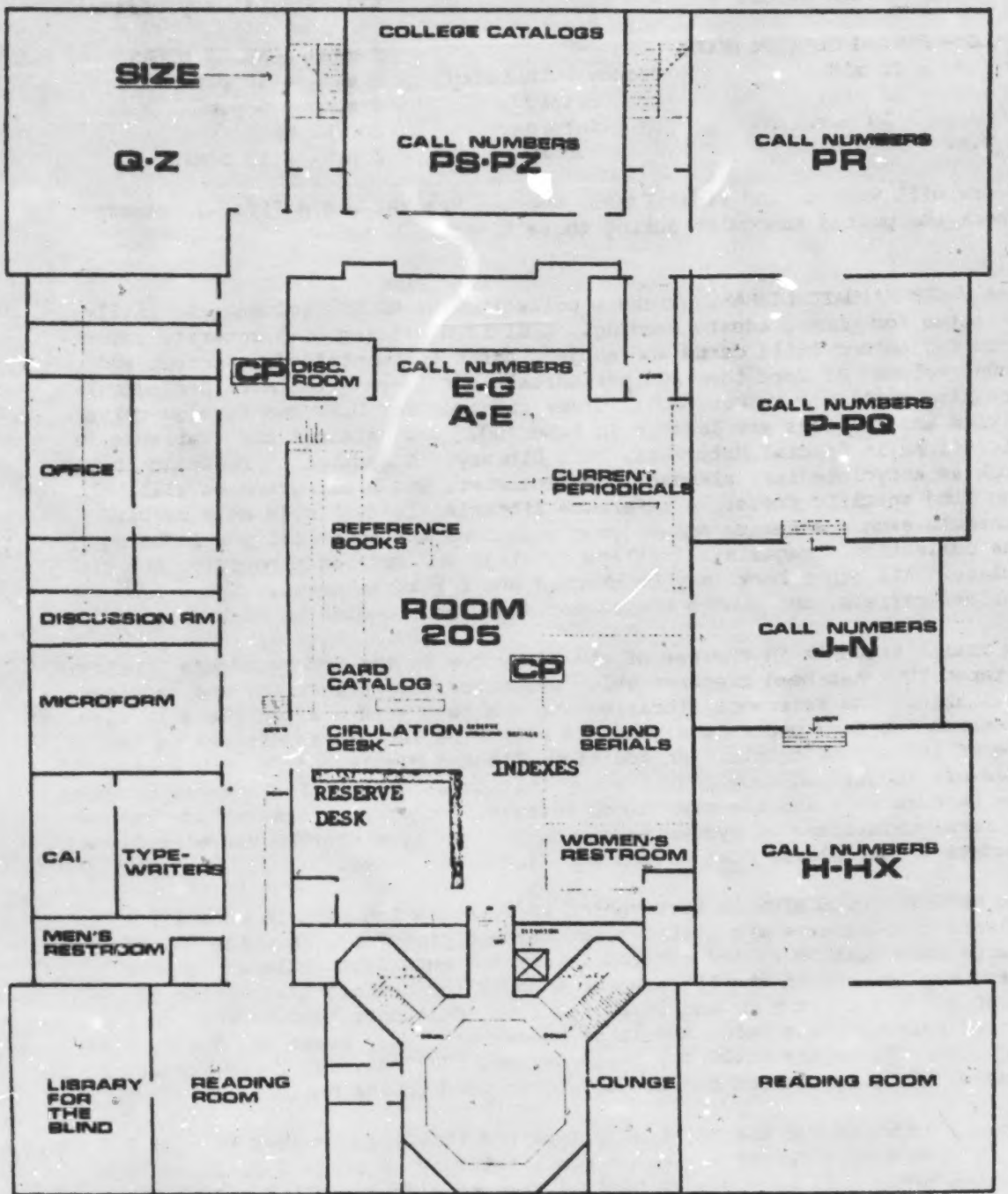
THE UNDERGRADUATE LIBRARY

AND THE LIBRARY FOR THE BLIND



OVERSIZED BOOKS: SIZE **CP: COPIER**

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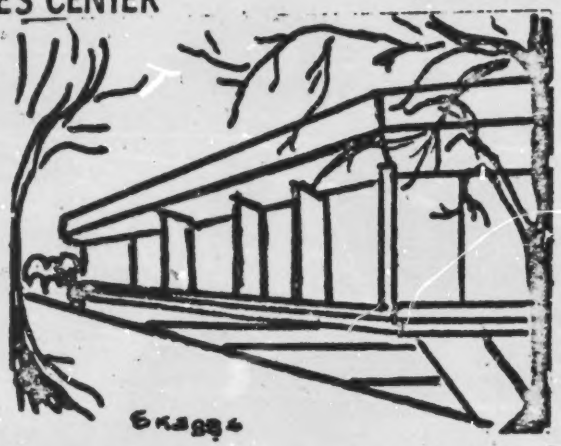
WEST CAMPUS LEARNING RESOURCES CENTER

1070 Carmack Road



HOURS

Monday - Thursday	8:00am - 10:00pm
Friday	8:00am - 5:00pm
Saturday	10:00am -5:00pm
Sunday	2:00pm - 10:00pm

IMPORTANT PHONE NUMBERS

General Information 422-0183

Audio-Visual Information 422-0305

The West Campus Learning Resources Center is a multi-media facility which will seat 1600 students. In addition to books and periodicals, you may use slides, video tapes, tapes, filmstrips, motion pictures, closed-circuit television, dial access, and computer assisted instruction. Audio-visual materials are placed with books on open shelves, so that all materials on a subject may be found in one place. A competent and friendly staff is ready to assist you in making maximum use of all resources. Do not hesitate to stop at the Reference or Circulation Desks for information and answers to any questions you may have.

FIRST FLOOR

Main Circulation Desk: Closed reserve books, articles and old exams for many courses may be obtained here. Reserve materials must be returned on time or fines are incurred.

Card Catalog: This is a list of all materials in the Learning Resources Center. Cards for authors and titles are arranged alphabetically in one section and subjects are arranged alphabetically in the other.

Career Files: Pamphlets on all types of cateers are filed here. Get a copy of the pink sheet "Locating Career Information." It will tell you how to find other career materials.

Periodicals: Current issues of magazines are available at the Periodicals Desk. Older issues are bound and placed on shelves directly opposite the Periodicals Desk. All periodicals must be used in the building.

Tape Players and Records: Foreign language, music and botany/zoology tapes may be obtained from the Tape Desk.

CAI Terminals: Three computer terminals are located near the front windows. One may be used on a first come, first served basis and you may reserve time on the other two by signing up in advance at the Main Circulation Desk.

LOWER LEVEL

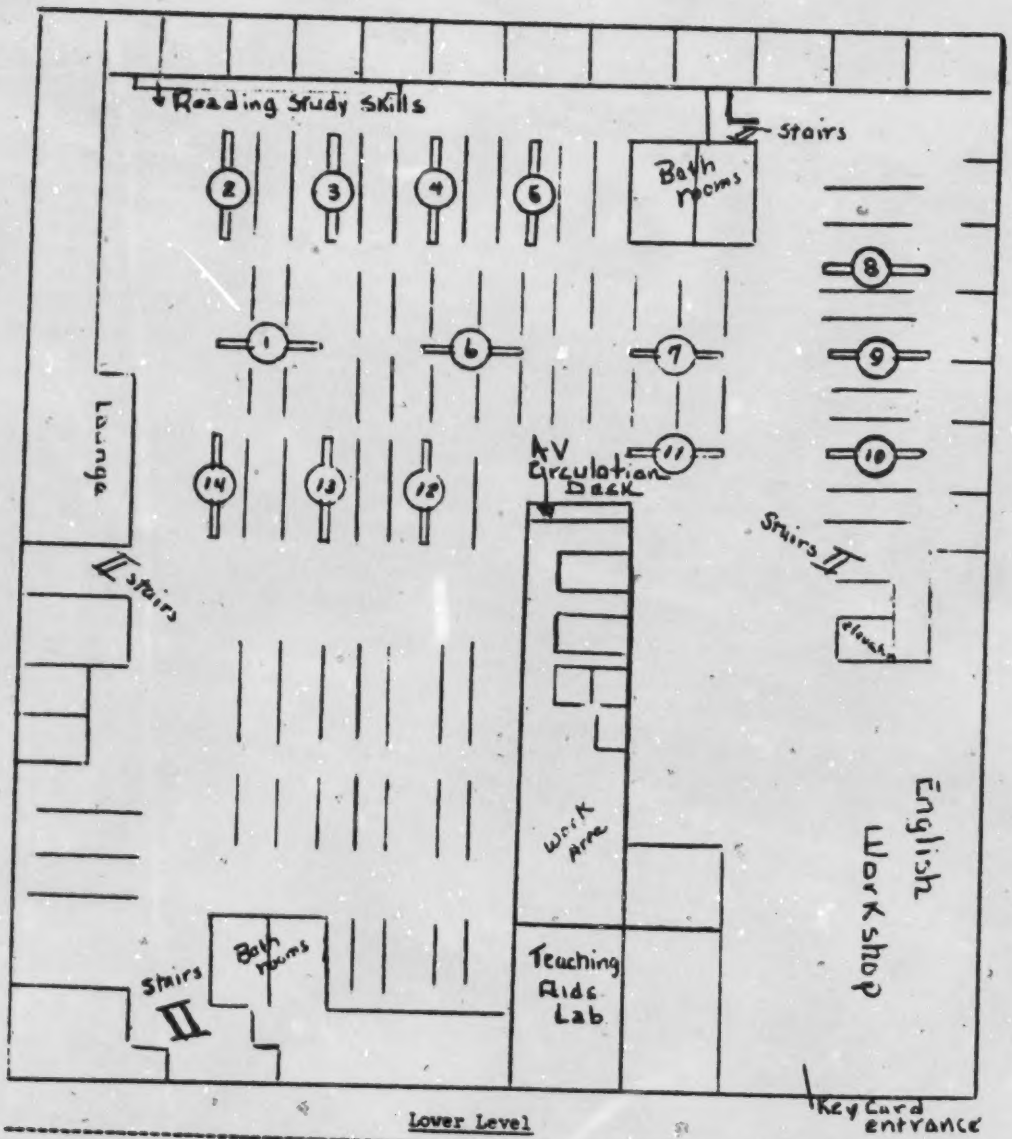
Dial Access: You may dial a tape of the current lesson for such courses as Botany/Zoology, Music, Foreign Languages, English, etc.

Closed-Circuit Television: Course-related instruction on television is available for such courses as English, Math, Art, Education, Zoology, etc. Check the TV schedule at the A-V Desk.

Videotapes: There are taped TV lectures for Math, Agricultural Education, Chemistry, Botany/Zoology, etc.

Other A-V Reserve Materials: There are other A-V materials on reserve for Classics, Agricultural Economics, Physical Education, Natural Resources and others. These include motion pictures, and slide/tape sets. Check at the Circulation Desk for the complete list of all Reserve Materials.

INDIVIDUAL INSTRUCTION IN THE USE OF MULTI-MEDIA EQUIPMENT AND MATERIALS WILL BE GIVEN BY THE STAFF OF THE LEARNING RESOURCES CENTER AS NEEDED.

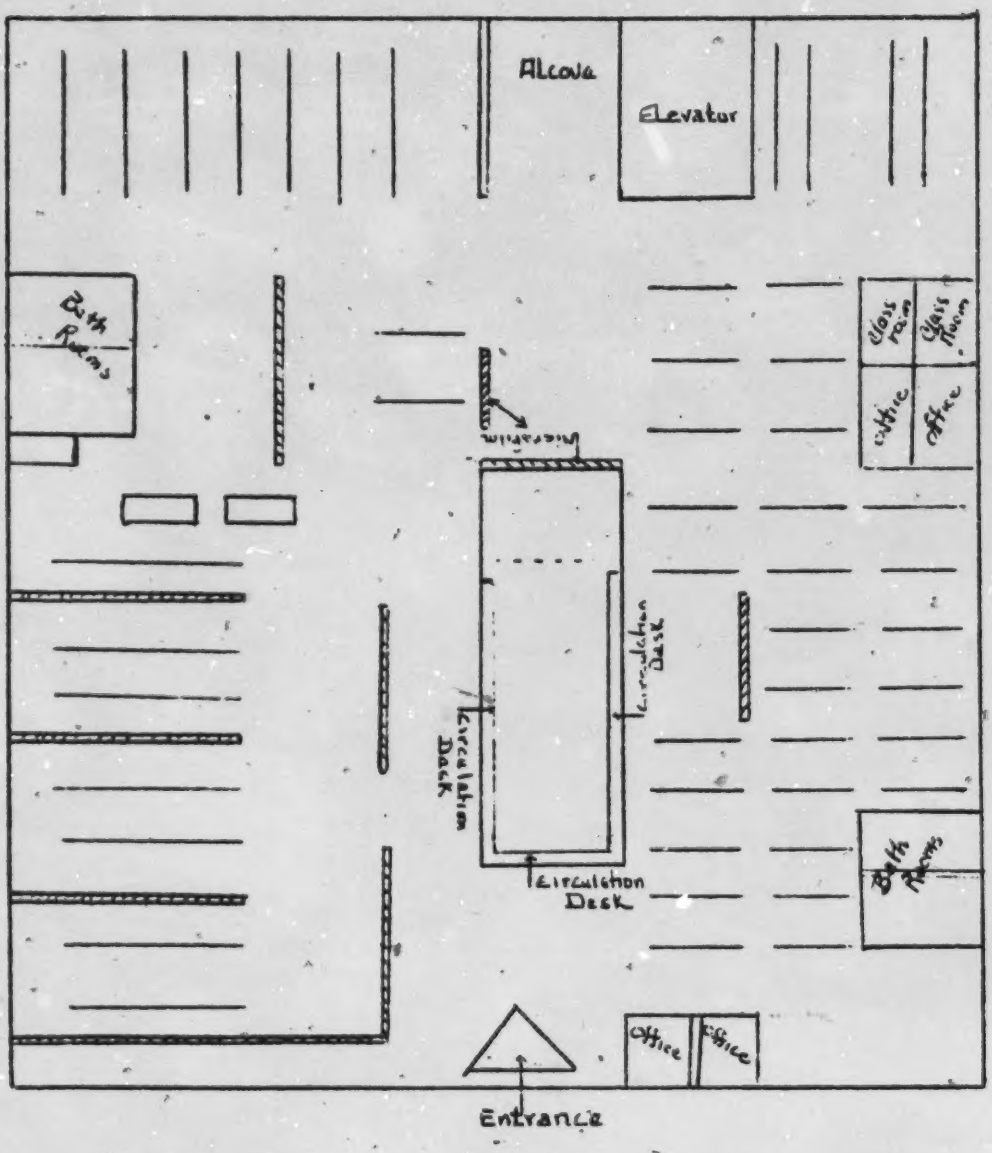


LOCATION OF BOOKS DOWNSTAIRS

Stack Number	Call Numbers
1	A4C3-D16.2
2	D16.8-DP53
3	DP54-E185.97
4	E185.97-G525
5	G530-HF3027
6	HF3029-JK468
7	JK468-N5310
8	N5310-PL2478
9	PL2658-PR83
10	PR83-PR6013
11	PR6013-PS3511
12	PS3511-QA47
13	QA47-QR41
14	QR41-Z897.4/ALL OVERSIZED

WEST CAMPUS LEARNING RESOURCES CENTER

Upper Level



NAME_____
ADVISOR_____
UVC 100 SECTION_____
DATE DUE_____
FINISHED THE ASSIGNMENT IN
_____ MINUTES

A LIBRARY WALKING EXERCISE OF WEST CAMPUS LRC

Welcome to the West Campus Learning Resources Center, better known as the LRC. The library walking exercise which you are about to take is intended to introduce you to the physical layout of the building as well as the reference and general book collections. We hope that this will be an enjoyable experience, so take your time, explore our library, and happy meandering! The LRC staff invites you to ask us questions whenever necessary. (Note: This library walking exercise may be exchanged for a similar one in the Sullivant Hall Undergraduate Library.)

Collecting information for any research project will require you to consult many different sources. This exercise is designed to illustrate an efficient and effective method of doing research. In order to do research, you must plan your strategy (your attack of the problem) in such a way as to cover all bases. You will want to locate all sources of information, evaluate them, and select those with pertinent information. The research strategy approach will begin with very general materials and will work toward more specific items.

ARCHEOLOGY

You have probably used encyclopedias before for completing school assignments. The encyclopedia collection in the LRC is housed in the reference book corner. We have two types of encyclopedias. General

encyclopedias (Compton's, Americana, Britannica) summarize "general" information on a variety of topics. Special encyclopedias (Encyclopedia of Philosophy, Encyclopedia of World Art) provide more specific information in that particular discipline. One helpful hint may be to always start your reference search with the index volume to locate all related articles to your topic. Using the Americana Encyclopedia, find the topic archeology in the index volume. Volume _____(1) and page _____(2) identify the main article. At the end of the article, is there a bibliography of archeology books? _____(3) Select one of them: Title _____ _____(4), Author _____(5).

Our next stop is the card catalog. We have a divided catalog. This simply means that the author/title cards are filed in alphabetical order on one side of the catalog, and the subject heading cards are filed alphabetically on the other side. Now, using the subject side of the catalog, locate the subject ARCHEOLOGY. Does the LRC have any books cataloged under this subject heading? _____(6) Name the author _____ _____(7), the title _____(8), and the call number _____(9) of one of the books cataloged. Does the LRC own an audiovisual item on this subject? _____(10) (Hint: Call number identifies the type of audiovisual material.)

Located on the table beside the card catalog are two large red volumes entitled Library of Congress Subject Headings. When in doubt, always check these volumes for the appropriate subject headings used in the card catalog. Is archeology an "approved" subject heading? _____(11) If you were interested in pursuing archeology as a career, under what subject heading could you find information? _____(12).

Let's move along and explore the periodical indexes. (Note: Periodicals are often referred to as magazines, journals and/or serials.) Periodi-

cal indexes are located on two tables beside the reference desk in the LRC. It is always a good idea to consult these indexes to find current information on the topic of your choice. Reader's Guide to Periodical Literature is an index to American magazines of general interest. Art Index, Education Index and Social Science and Humanities Index are examples of specialized indexes which list articles in their appropriate field. Using the 1974 volume of Applied Science and Technology Index, locate an article under the subject heading ARCHEOLOGY: Title _____(13), Author _____(14), Magazine _____ _____(15), Volume _____(16), Pages _____(17), Month/Year_____(18). Is this article illustrated? _____(19) Name one "See Also" reference. _____(20) "See Also" references often provide additional information in the subject area. (Note: Bound periodicals in the LRC are shelved alphabetically on the shelves behind the index tables; current issues are kept behind the Circulation Desk.)

Biographical indexes supply information about people. In the Learning Resources Center these indexes are found on either the index tables and/or in the reference corner. Locate Webster's Biographical Dictionary (CT103 W38 1976) in the reference section. Research the noted British archeologist Howard Carter. Working in Egypt between 1919-1923, what was his most famous discovery? _____(21) Where was he born in England? _____(22)

Book Review Digest, housed on one of the index tables in the LRC, locates book reviews of current fiction and non-fiction titles, and gives brief excerpts from those reviews. Reading reviews can help you determine an author's reputation and the quality of his research. Reviews are alphabetically arranged by an author's last name; a separate subject and title in-

dex is at the back of each volume. Using the 1977 volume of Book Review Digest, locate a review of the book Search For the Gold of Tutankhamen. One of the reviews for this book appeared in the magazine _____(23), volume _____(24), page _____(25), month/year _____(26).

Now for some fun! Take the author and title of the book you searched in the previous question and walk over to the LCS (Library Control System) public terminal. To search by author and title, first type: ATS/ Follow that with the first 4 letters of the author's last name and the first 5 letters of the first major word of the title. Hold down CTRL key and press D key. The computer will respond with a list of books matching your code. Select the one you want. Now it is necessary to do a detailed search to locate the copies. Type: DSL/ and the line number (number to the left) of the item you want. Again hold down CTRL key and press D key. The computer will give you the call number, author, title and a listing of all availab' copies. Do the OSU Libraries own the book you searched? _____(27) Which library and/or libraries owns a copy? _____(28)

Finally, we would like you to visit the lower level of the LRC. Books pertaining to archeology are classified CC. Using one of the small charts on the tables next to the card catalog, which stack downstairs houses the CC's? _____(29) Locate a call number beginning with CC on this stack and provide the following information: Copyright date _____(30), Title of a chapter _____(31), Call number on the spine of the book _____(32). Does this book have an index? _____(33) Does this book have a bibliography? _____(34)

We hope that you have enjoyed this library walking exercise of the West Campus Learning Resources Center. Now that you are better acquainte

Used Winter and Spring 1979
Name_____
Advisor_____
UVC 100 Section_____
Finished The Exercise In Minutes_____
Date Due_____

LIBRARY WALKING EXERCISE -- UNDERGRADUATE LIBRARY

SUBJECT: DAY CARE CENTERS

Welcome to the Undergraduate Library (second floor of Sullivant Hall, 15th & High Streets), offering library services and a collection of books and magazines especially for the use of undergraduates. This exercise will familiarize you with the locations of all materials in Room 205 and their use in researching papers and other course assignments. Feel free to explore the other rooms on the second floor and to ask the staff any questions you may have about our services. (NOTE: This exercise may be exchanged for a similar one pertaining to the West Campus Learning Resource Center.)

This exercise is in the form of a Search Strategy, which is a systematic approach to research. A Search Strategy helps you plan your attack of a question in order to locate all the pertinent information. Moving from general materials toward more specific ones, a search strategy leads you to examine and evaluate sources, to eliminate the irrelevant and to assemble all the appropriate materials on your subject. Assume you've decided to write about day care centers for your Sociology class. You should begin by looking for background information in a general or special encyclopedia. The Encyclopedia of Social Work (HV35 567 1974, on the wall behind the Reference Desk) is a good special encyclopedia. Use the index in volume 2 to locate all related articles on the topic. What heading is used for the main article on day care?_____ _____(1) What are the volume_____(2), and page numbers _____(3) of this article? Encyclopedia articles often have bibliographies of further readings. Find the title of a book in the bibliography by James L. Hymes, Jr. _____(4).

To find out if the library owns this book, you need to look in the card catalog. Undergrad's catalog is divided into a subject section (orange labels) and an Author-Title section (yellow labels). Look in the Author-Title Catalog for the book by James Hymes. Does the library own this book?_____(5). The Subject Catalog will tell you what books the library owns on your topic. It is arranged by subject headings listed in the Library of Congress Subject Headings, two large red volumes on the catalog table. Using these volumes, what subject headings are used in the card catalog for day care?_____(6). Look up one of these terms in the catalog. Under each heading, the cards are filed alphabetically by the author's last name. Select one book and list: author_____ _____(7), title_____ (8), and call number (all letters and numbers in the upper left-hand corner of the card)_____(9). (A map posted near the catalog shows you the locations of the call numbers in the Undergraduate Library.)

Quality day care is a concern of many people today. Articles in magazines also called periodicals or journals) are the best sources of current information. In the Undergraduate Library, periodical indexes to locate articles are on the 3 tables near the entrance. The Education Index (Z5813 E23) is on the table nearest the door. What does this index use for the subject of day care?_____(10). The citation gives all the information needed to locate a copy of the article. Using the July 1975-June 1976 volume, choose one article on day care and give the full title of the magazine in which it appeared. (HINT: a list of magazine abbreviations is given in front of the index.)_____(11). List the volume _____(12), pages_____(13), and date_____(14) of this issue. (Bound periodicals in Undergrad are shelved alphabetically on the shelves

behind the Index Tables; current issues are kept behind the Circulation Desk.)

One means of evaluating and selecting books on a topic is to read critical reviews. Book Review Digest (Z1219 B72, on the middle Index Table) not only locates reviews in magazines but also gives brief excerpts from these reviews. There is a Subject and Title index in the back of each volume. Using the Subject Index in the 1974 volume of Book Review Digest, what heading is used for day care? _____(15) Select one book and locate reviews in the volume. List title of magazine _____(16), volume _____ (17), page _____(18), and date of publication _____(19) for one of these reviews.

Statistics can help strengthen your argument in a paper or speech. Statistical Abstracts is a compilation of statistical tables on social, political, and economic aspects of the United States. Ask for the current volume of Statistical Abstracts at the Circulation Desk. Use the index to locate data on day care. Turn to this table and read the explanation at the top; what years does the table cover? _____ _____(20). What is the total number of children between the ages of 3 and 13 in day care centers? _____(21).

To find out which of the O.S.U. libraries has the books and magazines you have found, you can use LCS (Library Control System) -- the computerized circulation system listing the holdings of all libraries on campus. There is a public terminal located in front of the Circulation-Reserve Desk. Use the terminal to perform the following searches. Remember that you did not find the book by James Hymes from question 4 listed in the Author-Title Catalog. You can do an Author-Title Search (ATS) to locate a copy of this book in the system. Type: ATS/ . Now type the first 4 letters of the author's last name and the first 5 letters of the first important word in the title. Hold down the (CTRL) key and press the (D) key at the same time. The computer will give you a list of matches; select the line for the book you want and type DSL/ (for detailed search by line) and the line number of the book you want (from the left of the screen). Hold down (CTRL) and press (D.) The computer will respond with the call number, author, title, and a list of abbreviations for the locations which own a copy. Which O.S.U. libraries own this book? _____ _____(22).

You can also use LCS to search for magazines. Using the magazine title you found in question 11 above, type TLS/ (for Title Search). Now type the first 4 letters of the first important word of the title and the first 5 letters of the second word (hit the space bar for blanks if the word has less than the required number of letters.) Then type /SER to restrict the search to magazines. Hold down (CTRL) and press (D.) The computer will give you a list of matches. To find specific issues, select the title you want and type DSL/ and then the line number for that title; then type ,Y= and then the year of the issue you want. Hold down CTRL and press D. The computer will give you the call number, magazine title, and abbreviations for all the libraries which own a copy of that year's issues. Which O.S.U. libraries have the issue you want? _____(23).

We hope you have enjoyed doing this exercise and will come back to Undergrad to use the materials and services you have become acquainted with today.

APPENDIX 7

I.D. Number _____ Spring Quarter, 1979

Name _____

Quarter _____ Advisor _____ Age _____

CAP Area _____ Section _____

I. Printed here is a typical catalog card. Use the information on the card to answer the following questions:

APPLICATIONS FOR POSITIONS

HF 5383
P36

Payne, Richard A.
How to get a better job quicker by Richard A. Payne. New York, Taplinger Publishing Co. 1972
184 p. 22 cm.

OU OSNDC 71-164584

1. What is the author's name? _____
2. What is the title of this book? _____
3. What is the call number for this book? _____
4. What is the subject heading on this card? _____

_____

II. Printed here is an entry from the Reader's Guide to Periodical Literature; refer to this information to answer the following questions:

How to get hired for more money. B. Hogan. Redbook 150:74-6 Ap '78.

1. What is the title of the magazine article? _____

_____

2. What is the title of the magazine in which this article was published?

_____

3. What is the author's name? _____
4. What is the volume number of the magazine? _____
5. What is the date of publication of the magazine? _____
6. What are the page numbers of the article? _____

III. Based upon your own experiences, please CIRCLE the answer that best describes your feeling for each of the following statements.

SA (Strongly Agree), A (Agree), U (Undecided), DA (Disagree), SDA (Strongly Disagree)

1. I find a library a very confortable place to work when I need to do there.

SA A U DA SDA

2. Walking into a library is like going into a church, because I am in awe of the surroundings.

SA A U DA SDA

3. I only go to a library when someone makes me go.

SA A U DA SDA

4. I feel confident that I can use a card catalog to find books for my assignments.

SA A U DA SDA

5. When I go to a library I often spend more time than I planned because I find so many interesting things.

SA A U DA SDA

6. I feel confident that I can use Reader's Guide to Periodical Literature to find magazine articles for my assignments.

SA A U DA SDA

7. A person should only ask librarians for help when it looks like they aren' busy.

SA A U DA SDA

8. Normally a librarian can only help you when you know what you are looking for.

SA A U DA SDA

APPENDIX 8

REFERENCE DESK ACTIVITY 1978-1979

FALL QUARTER 1978

WEEK	REFERENCE REGULAR	REFERENCE USER EDUCATION	REFERENCE TELEPHONE	REFERENCE LCS	REFERENCE TOTAL	DIRECTIONAL REGULAR	DIRECTIONAL USER EDUCATION	DIRECTIONAL TELEPHONE	DIRECTIONAL TOTAL
1	32	0	0	0	32	227	0	2	229
2	58	19	2	2	81	74	0	0	74
3	59	121	0	9	189	105	45	1	151
4	59	150	1	0	210	114	107	1	222
5	91	173	4	2	269	83	91	0	174
6	167	311	1	1	480	121	126	0	247
7	146	239	0	0	385	146	98	0	244
8	102	195	0	1	298	64	140	1	205
9	153	117	1	1	272	96	119	0	215
10	57	23	0	2	82	39	27	0	66
11	34	12	4	3	53	9	7	0	16
12	2	0	1	0	3	10	6	0	16

FALL 1978 - 2,354 | FALL 1978 - 1,859

TOTAL 1977 - 1,554 | TOTAL 1977 - 649

WINTER QUARTER 1979

WEEK	REFERENCE REGULAR	REFERENCE USER EDUC.	REFERENCE PHONE	REFERENCE LCS REG.	REFERENCE LCS USER EDUC.	REFERENCE TOTAL	DIRECTIONAL REGULAR	DIRECTIONAL USER EDUCATION	DIRECTIONAL TELEPHONE	DIRECTIONAL TOTAL
1	24	0	2	0	0	26	50	0	3	53
2	17	0	2	4	0	23	34	0	1	35
3	12	42	4	2	31	91	22	27	0	49
4	16	64	3	9	10	102	47	88	0	135
5	26	37	0	7	12	82	25	99	0	124
6	42	10	3	0	19	74	29	40	2	71
7	21	14	1	6	14	56	33	22	0	55
8	43	8	0	8	5	64	43	7	0	50
9	19	2	0	2	1	24	36	5	0	41
10	17	1	1	5	1	25	35	10	0	45
11	11	0	3	1	0	15	15	2	1	18
12	2	0	0	2	0	4	4	0	0	4

WINTER 1979 - 586 | WINTER 1979 - 680

TOTAL 1978 - 426 | TOTAL 1978 - 267

REFERENCE DESK ACTIVITY 1978-1979 Continued

SPRING QUARTER 1979

WEEK	REFERENCE REGULAR	REFERENCE USER EDUC.	REFERENCE PHONE	LCS REG.	LCS USER EDUC.	TOTAL	DIRECTIONAL REGULAR	DIRECTIONAL USER EDUCATION	DIRECTIONAL TELEPHONE	TOTAL
1	10	0	0	0	10	20	26	0	1	27
2	14	1	1	0	18	34	22	0	1	23
3	14	6	1	2	28	51	17	17	1	35
4	14	9	2	1	42	68	28	21	2	51
5	21	13	2	8	82	126	9	27	1	37
6	20	13	3	7	56	99	26	23	3	51
7	24	2	0	4	36	66	17	6	0	23
8	15	9	1	6	37	68	19	9	1	29
9	19	2	2	3	30	56	19	2	0	21
10	9	0	0	0	39	48	8	6	0	14

SPRING 1979 - 348

TOTAL 1978 - 452

SPRING 1979 - 312

TOTAL 1978 - 192

	1978-1979	1977-1978
TOTAL REFERENCE	3,279	2,432
TOTAL DIRECTIONAL	2,851	1,108
TOTAL REFERENCE ACTIVITY	6,130	3,540

APPENDIX 9

TO: Virginia Tiefel

FROM: Barbara Mambourg, Head, Microform Division of Special Materials

DATE: December 20, 1978

RE: UVC Freshman Library User Education Program

I like this program in fact I love this program!

Having finished my 11th year with OSU Libraries I find that it is rewarding to finally see a program instituted that really works. The UVC Freshman Library User Education Program really is working. My statement is backed up by the fact that in prior quarters we have had to teach hundreds of freshmen how to look up their birthdays on microfilm which entailed - calming down their fears of machines, films, the awesome appearance of this huge building, and then forging ahead with the actual teaching process to each and every student. Needless to say, it was a heavy burden on my staff, also heavy use on the machines and the film. We had to actually give out numbers like Baskin-Robbins, the lines got so long. In the meantime the graduate student suffered great discomfot because they could not get readers or the staff to assist them.

This quarter we had none of this confusion or burden - we had plenty of usage but it was the usage that was supposed to be here.

I guess my greatest concern is that students be treated with great respect, that their ignorance of our system is our fault not theirs - that not enough time and effort has been put forth to correct this very vital fault.

Thank you, Virginia, for your wonderful program, for the many volunteers to teach it, busy people like Mr. Besant and yourself who have given tirelessly to make this go. I know the Freshmen feel the same way - for I have spent many hundreds of hours trying to do this job - it was a small "drop in the bucket!". To see it put together in such a tremendously professional way gets my applause. May it flourish and may it get the proper funding to make it a permanent commitment to the freshmen of OSU.

Barbara Mambourg